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A COMPARATIVE INVESTIGATION OF THE ROLES OF
RURAL AND URBAN PRINCIPALS

by

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A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies for acceptance,
a thesis entitled "A Comparative Investigation of the Roles
of Rural and Urban Principals" submitted by Kenneth Dean
McMullen in partial fulfillment of the requirements for the
degree of Master of Education.

ABSTRACT

This study was undertaken to investigate and compare the expectations of rural and urban parents and teachers for the roles of their respective principals. The task areas included for study were school-community relations, staff-personnel relations, pupil-personnel relations, and managerial relations. Data for the study were obtained from 404 questionnaires completed by parents and teachers in rural and urban situations.

According to the findings 66 percent of the conflicting response distributions resulted from differences in the strength of the expressed expectations rather than from differences in the positive or negative direction of these expectations. A low proportion of major rural-urban role differences or potentially serious role conflicts were found.

In both situations the principal should maintain a professional attitude towards parents and teachers at all times, encourage periodic teacher reports on their pupils, and insist that all teachers share student supervision responsibilities. He should also have the students of his school as his main concern, organize conferences between parents and teachers to discuss the students' progress, and have special training in school administration before becoming a principal.

The alter-groups in both situations agreed that the principal should not or must not become involved in the election of school board members, develop close friendships with some of the parents or teachers, or give parents guidance in the handling of discipline at home. The re-

spondents also felt the principal should not be concerned with the actions of his teachers outside of school hours, attempt to exercise control over student behavior outside of school, or allow students to participate in community activities during school hours.

The main differences in the roles of the rural and urban principal were illustrated when the rural alter-groups felt the principal should supervise the work of janitors and teach some classes. The urban alter-groups expressed negative expectations on these behaviors but felt the principal should: require parents to make appointments to see him; make regulations abolishing the use of physical punishment; and allow teachers to keep students after school for punishment. Rural parents and teachers expressed negative expectations for these items.

Conflicts between parents and teachers in both situations were found when parents said the principal should: insist that teachers prepare lesson plans; handle all student discipline in the school; consider parent-pupil preferences over staff judgements in deciding what courses a student should take; and schedule the use of any special equipment himself. Teachers were opposed to the principal performing any of these functions. Teachers felt the principal should support the teacher in every case of controversy between parent and teacher, and refuse to allow students to take courses in which he feels they will have little success. Parents expressed negative expectations for these behaviors.

The alter-groups said that the most important task area of the principal was pupil-personnel relations and the least important task area was reported to be managerial relations.

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CHAPTER I

THE PROBLEM

The principalship came upon the educational scene as a position of practical necessity for effective school administration and has developed into a position of much importance. The principal of a school has two broad responsibilities as indicated by Savage.¹ He is the administrative head of a school and he is the representative and spokesman for the education profession in his community. As such, his behavior is important to other members of his profession and to the community of which the school is a part. Chase contends that the principal's role is compounded of: (a) the demands of the situation; (b) the principal's own perception of his role; and (c) the expectations and perceptions of significant alter-groups concerning his role.² Buffington and Medsker have indicated that the principal's performance is evaluated daily by the different individuals and groups with whom he has contact.³ This evaluation is carried out in terms of the congruence between the perceived behavior of the principal and the behavior expected of the principal. A knowledge of these expected behaviors would therefore be of assistance to school administrators.

¹W. W. Savage, "The Administrator and Criticism of Education," Administrator's Notebook, Vol. 3, No. 2, October, 1954.

²F. S. Chase, "How to Meet Teacher's Expectations of Leadership," Administrator's Notebook, Vol. 1, No. 9, April, 1953.

³"Teachers and Parents Describe the Effective Principal's Behavior." Administrator's Notebook, Vol. 4, No. 1, September, 1955.

I. STATEMENT OF THE PROBLEM

The principal is a member of two organizational families: the school and the community. If the principal's performance is partially evaluated in terms of the congruence of observed behavior, a knowledge of the expectations which others hold for his behavior, and the way these expectations may differ from situation to situation, would be of great importance to the principal.

This study had two purposes. The major problem undertaken was to compare the role of the rural principal with that of the urban principal as defined by parents and teachers in both of these situations. A minor purpose of the study was to investigate the consensus of role expectations within and between the members of the two alter-groups sampled in both situations.

Sub-problems associated with this area of investigation were (a) obtaining examples of principal behavior deemed significant by the members of the alter-groups; (b) subdivision of the total role of the principal into meaningful task areas; (c) the collection of data and methods of analyzing these data to determine the presence of conflict or congruence in expectations between the respective rural and urban alter-groups; and (d) the collection of data and methods of analyzing these data to determine the presence of conflict or congruence in expectations within the respective rural and urban alter-groups.

II. SIGNIFICANCE OF THE STUDY

Research into the relationships between the principal and his various alter-groups has been quite extensive. However, these studies tend to deal specifically with one situation. No research has been found which makes comparisons between the expectations of the same alter-group in different situations. From a study of role perceptions of Alberta principals Morin found that, "although formal requirements do not vary between elementary and secondary principals or between rural and urban principals, structural factors in the environment apparently affect the principals' role perception."⁴ Perhaps these differing role perceptions are due to differing expectations held by such alter-groups as parents and teachers. In discussing "Role Theory in Administration" Miklos states that, "the existence of variations in role-expectations from situation to situation and within the same situation suggests that this might be an important area for research in educational administration."⁵ As an extension to his study of the principalship in rural centralized schools in Saskatchewan, Brown suggests an investigation comparing the expectations of the same alter-group for the role of the principal in different situations should prove useful.⁶

⁴ L. H. Morin, "Role Perception and Principals," The Canadian Administrator, Vol. 4, No. 5, November, 1963, p. 19. Also see, L. H. Morin, The Principal's perception of his Role, Unpublished Master's Thesis, University of Alberta, Edmonton, 1964.

⁵ E. Miklos, "Role Theory in Administration," The Canadian Administrator, Vol. 3, No. 2, November, 1963, p. 6.

⁶ H. C. Brown, "The Role of the Principal," Unpublished Master's Thesis, University of Alberta, Edmonton, 1964, p. 133.

If it is found that the expectations for the role of the principal differ significantly from situation to situation then some aspect of this difference should possibly be included in the literature on the role of the principal. A knowledge of the expectations held for the behavior of the principal by different alter-groups in different situations would be of assistance to beginning administrators, and to principals moving from one situation to another. The extent to which the principal is successful in his role will depend, in part, upon the degree of congruence between the role expectations held by such alter-groups as parents and teachers and the behavior of the principal they perceive.

III. DEFINITION OF TERMS

The exact definition of terms is very important in a research study and, because of the interdisciplinary nature of role theory, this is especially necessary for any research based on this theory.

1. Rural: located wholly outside of the boundary of a city.
2. Urban: located wholly within the boundary of a city.
3. Role: a set of expectations applied to an incumbent of a particular position.
4. Role expectation: an evaluative standard applied to an incumbent of a position.
5. Alter-groups: a group which has a legitimate right to hold expectations for the behavior of an incumbent.
6. Perceptions: the predictions or judgements concerning the observed behavior of the incumbent of a position.

7. Position: the particular place or station which a person occupies in a given organization.
8. Role conflict: incompatible expectations for the behavior of the principal. These incompatible expectations may exist within an alter-group or between different alter-groups.
9. Role consensus: the extent of agreement of expectations, within an alter-group or between alter-groups, for the behavior of the principal.

The definitions of role and role expectations used in this study are those used by Gross, Mason and McEachern in their study of the role of the Superintendent of Schools.⁷ Alter-group was defined by Cheal⁸ in his study "Role Conflict in the Principalship," and role conflict and role consensus are used in this study as defined by Hewko in his study of the "Role of the Junior High School Coordinator."⁹

IV. DELIMITATION OF THE STUDY

The alter-groups included in this study represent only one of the alter-groups whose members are from within the formal organization of the

⁷ N. Gross, W. S. Ward and A. W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, 1958), p. 67.

⁸ J. E. Cheal, "Role Conflict in the Principalship of the Composite High School," Unpublished Master's Thesis, University of Alberta, Edmonton, 1958, p. 13.

⁹ W. M. Hewko, "The Role of Junior High School Coordinator," Unpublished Master's Thesis, University of Alberta, Edmonton, 1965, p. 9.

school (teachers), and one of the alter-groups whose members are outside of the formal organization (parents).

Teachers form a significant alter-group because the principal is their immediate superior and is responsible for the total operation of the school in which they work. Some of the studies reported in the review of the research and literature have demonstrated the importance of the principal. The morale, degree of job satisfaction, and general commitment of the teaching staff to the school has been shown to be influenced by the congruence between the expectations teachers hold for the role of the principal, and the actual behavior of the principal during role enactment.

The parent group can be characterized as an unorganized group with no particular place in the educational hierarchy. However, their influence can be potent, if aroused. They help elect trustees to implement their expectations, and use their influence through such activities as Home and School, Board of Trade, and direct contact with the principal. The principal must account for their expectations in his role enactment and reconcile these with the whole of the educational program.

Other significant alter-groups such as pupils, superintendents and school trustees influence the definition of the principal's role in any situation. However, for the purposes of the present study the alter-groups sampled will be limited to parents and teachers. The following statements summarize the importance of these alter-groups for the principal's role definition:

1. Administrators are often faced with multiple and conflicting expectations.
2. Morale and job satisfaction in a school organization depends to a large extent upon similar role expectations of teachers and administrators.
3. Similarity in role expectations between parents and administrators is necessary to the "success" of administrators.¹⁰

The rural teacher sample was selected from two counties in east-central Alberta. The rural parent sample was drawn from the parents of grade ten students in one of these counties. These counties were selected because they are fairly representative of Alberta rural counties, and because of the author's previous experience with them. The urban teacher sample was drawn from the composite high schools in the city of Edmonton, and the urban parent sample was selected from the parents of some of the grade ten students attending one of these high schools in Edmonton. Parents of the students of this school were chosen because of the heterogeneous nature of the population from which this school draws.

This investigation is also confined to certain selected areas of performance pertaining to tasks which may be performed by principals. Only four of the major task areas outlined by Campbell, Corbally and Ramseyer are included in the study.¹¹ These are: (a) school-community relations; (b) staff-personnel relations; (c) pupil-personnel relations; and (d) technical and managerial relations.

¹⁰ R. F. Campbell, "Situational Factors in Educational Administration," Administrative Behavior in Education, R. F. Campbell and R. T. Gregg, editors. (New York: Harper and Brothers, 1957), pp. 262-263.

¹¹ R. F. Campbell, J. E. Corbally and J. A. Ramseyer, Introduction to Educational Administration, (Boston: Allyn and Bacon, 1962), pp. 90-91.

V. LIMITATIONS OF THE STUDY

The present study is limited in scope in that it is restricted to parents and teachers as role definers. These two alter-groups were chosen for the study so that groups within and outside of the organization would be represented. It is recognized that the role of the principal can only be fully defined by considering the expectations and perceptions of all of the alter-groups associated with him. It is also recognized that other task areas exist for the principal along with the four dealt with in this study.

The schools included from the rural counties ranged in size from sixty to three hundred high school students. The urban schools had more than eighteen hundred high school students. This study does not investigate the role of principals in smaller urban centers which have pupil populations between these two extremes.

VI. ASSUMPTIONS

1. The assumptions that teachers and parents constitute major alter-groups of the principal and that the role of the principal can be clarified by a consideration of the expectations of teachers and parents are basic to this study.
2. It is assumed that a comparison of the roles of the rural and urban principal is desirable and important at this time.
3. It is assumed that the responses to the items in the questionnaire were factually correct and given in good faith.

4. For purposes of statistical analysis it is assumed that the measurement scale used in the instrument is an interval scale.

VII. HYPOTHESES

The major purpose of this study was to investigate and compare the role of the rural principal with that of the urban principal. The following hypothesis was tested for this purpose.

Hypothesis 1

There are no significant differences between the role of the rural principal and the role of the urban principal as defined by the expressed expectations of parents and teachers in these two situations.

Hypothesis 1.1

There are no significant differences between the expectations of rural parents and urban parents.

Hypothesis 1.2

There are no significant differences between the expectations of rural teachers and urban teachers.

A minor purpose of this study was to investigate the consensus of expectations defining the principal's role in each of the two situations. The following hypotheses were tested for this purpose.

Hypothesis 2

There are no significant differences between the expectations expressed by parents and teachers in either of the two situations.

Hypothesis 2.1

There are no significant differences between the expectations of rural teachers and rural parents.

Hypothesis 2.2

There are no significant differences between the expectations of urban parents and urban teachers.

Hypothesis 3

There are no significant differences between the expressed expectations of members of the same alter-group in the same situation.

Hypothesis 3.1

There are no significant differences between the expectations expressed by the members of the rural parent group.

Hypothesis 3.2

There are no significant differences between the expectations expressed by the members of the rural teacher group.

Hypothesis 3.3

There are no significant differences between the expectations expressed by the members of the urban parent group.

Hypothesis 3.4

There are no significant differences between the expectations expressed by the members of the urban teacher group.

CHAPTER II

ROLE THEORY AND A REVIEW OF THE RELATED RESEARCH

The use of role theory as a basis for research in educational administration has increased greatly in recent years. In order to place role theory in its proper context a brief summary of administrative theory seems pertinent.

I. BACKGROUND

Administrative behavior and administrative function were often separated and studied independently by early researchers in this field. As a result, research into these two aspects of administration developed along relatively separate theoretical lines.

The study of administrative behavior has often been tied directly to the study of "leadership" since many of the leaders under investigation were administrators. These studies first took the traits approach. "Trait theory," which defined leadership as a function of personality, held that certain character traits possessed by a person were responsible for his leadership ability. Stogdill reviewed the research in this field and found that leaders excel non-leaders on such characteristics as intelligence, scholarship, dependability, courage, insight and social participation.¹ The traits theory of leadership lost prominence under the criti-

¹ R. M. Stogdill, "Personality Factors Associated With Leadership: A Survey of the Literature," Journal of Psychology, Vol. 25, 1948.

cism of such people as Gouldner² and was replaced by the "Situational Theory." Theorists here believed that leadership was a product of the situation. They emphasized the differences that existed among leaders and placed great importance upon the requirements of the situation. This approach to administrative behavior utilized administrative function, as a basis for behavior, to some extent. The trend to-day is away from the study of characteristics of the leader or the situation and towards the study of leadership as an interaction of leader, group, and situation.

Theorizing about administrative function was developing in a different direction. The "Scientific Management" movement initiated near the beginning of the century stressed the scientific operation of institutions. The function of the administrator was to operate the institution at maximum efficiency and minimum cost. Then the Hawthorne Experiments brought about the "Human Relations" movement. Now the welfare and personal satisfaction of the individual within the institution became the prime concern of the administrator. His function was to do all he could to keep the individual happy in his work. Gradually these two polar views of the function of administration were modified and efforts were directed towards the development of the "Administrative Pro-

²A. W. Gouldner, (editor) Studies in Leadership, (New York: Russel and Russel, 1965), pp. 23-25.

cess." Sears' work in this area is of major importance.³ Litchfield⁴ outlined a general theory of administration which recognized five functions of the administrator: decision-making, programming, stimulating, coordinating, and appraising. Conrad outlines three tasks involved in the administrative process: (a) recognizing and responding to the standards, groups, structures, backgrounds and occupations of the organized and unorganized groups within and outside of the organization: (b) becoming aware of group conflicts; and (c) maintaining the balance of organizational necessities and human aspirations of organizational members.⁵ It is significant that these statements of the administrative function are given in behavioral terms. Researchers, building or applying theory to administration, were beginning to recognize the interdependence of administrative function and behavior.

II. ROLE THEORY

A new theory, developed from the contributions of social scientists, began to be used as a basis for research. The social sciences such as anthropology, sociology, psychology, and social psychology were

³ J. B. Sears, The Nature of the Administrative Process, (New York: McGraw-Hill, 1950).

⁴ E. H. Litchfield, "Notes on a General Theory of Administration," Administrative Science Quarterly, Vol. 1. pp. 3-29.

⁵ R. Conrad, "A Sociological Approach to Public School Administration," Educational Administration and Supervision, Vol. 38, Nov. 1952, pp. 385-392.

concerned with the individual and/or groups in society.⁶ Although there are some differences in emphasis, these disciplines are concerned with the same phenomena. Four basic ideas appear in most of the conceptualizations. These are that: (a) individuals, (b) in social systems, (c) behave with reference to (d) expectations.⁷ These ideas form the basis for "Role Theory," and role theory has recently formed the basis for most research carried out on administrative behavior and administrative function. Chase and Guba, in their review of the research in these areas, say that "most of the studies ... have been subsumed within the framework of a single theory known as 'Role Theory'."⁸

Role theory attempts to conceptualize human conduct at a relatively complex level. In a sense it is an interdisciplinary theory in that its variables are drawn from studies of culture (anthropology), society (sociology), and personality (psychology). "The broad conceptual units of the theory are 'role', the unit of culture; 'position', the unit of society; and 'self', the unit of personality."⁹ Recently this theory has been used extensively as a basis for research in many different fields. It lends itself to analysis of social systems and, because of this, its use in the study of the administration of educa-

⁶ E. L. Hartley and R. E. Hartley, Fundamentals of Social Psychology, (New York: Alfred A. Knopf, 1958).

⁷ Gross, Mason and McEachern, op. cit., p. 17

⁸ F. S. Chase and E. G. Guba, "Administrative Roles and Behavior," Review of Educational Research, Vol. 25, No. 4, October, 1955, p. 294.

⁹ T. R. Sarbin, "Role Theory," Handbook of Social Psychology, G. Lindzey (ed.), (Cambridge: Addison-Wesley, 1954), p. 223.

tional organizations is increasing.

Getzels and Guba have developed a conceptual model for the analysis of social systems.¹⁰ They recognize two dimensions which must be considered: (a) the nomothetic dimension--the roles and expectations that will fulfill the goals of the institution; and (b) the idiographic dimension--the personalities and need-dispositions of the individuals within the system. They postulate that the behavior of individuals within the system is a function of the role and personality dimensions. Their model is diagrammed as follows:

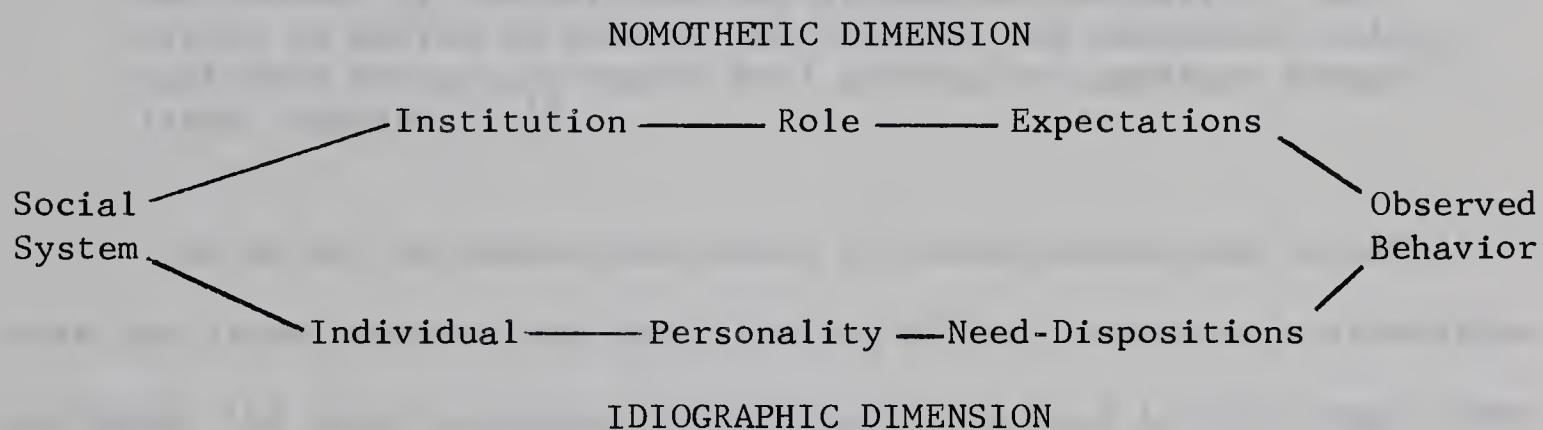


FIGURE I

GETZELS AND GUBA SOCIAL SYSTEMS MODEL

The model does not indicate what portion of an individual's behavior can be attributed to one dimension and what portion to the other dimension. It is evident that this will vary from individual to individual and from situation to situation. The present study is only concerned with investigating the nomothetic dimension, that is, the roles and expectations associated with one position in the school system. Role theory is used

¹⁰ Jacob W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, LXVI (1957), p. 424.

as the theoretical basis for this study.

There exist in role theory, however, some problems which must be recognized by the researcher. Many concepts are basic to the theory and, due to its interdisciplinary nature, there is a "definitional problem." The term "role" itself is a long way from being unidefinitional. In a review of over eighty studies using the concept of "role" Neiman and Hughes concluded that:

The concept of "role" is at present still rather vague, nebulous, and nondefinitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus...¹¹

So as not to commit this error of nondefinition and to facilitate the classification and understanding of the research and literature reviewed, the basic concepts of role theory, as used in this study, have been defined in Chapter one. The use of the terms in the following review are consistent with these definitions. Only the more general concepts of role theory have been presented in the following review of the research using role theory in studies dealing with the principalship.

The research and literature on the role of the principal will be presented in the following sections: role properties, role consensus, role enactment, and the changing role. Lipham, in summary, says that

¹¹J. L. Neiman and J. W. Hughes, "The Problem of the Concept of Role--A Re-survey of the Literature," Social Forces, Vol. 30, 1951 p. 149.

the theory of administration as a social process (the enactment of a social role in a social system) continues to represent the most useful theory for research in the field of educational administration.¹²

III. ROLE PROPERTIES

The properties of a role are the duties, services, tasks, competencies and responsibilities associated with the position. All social systems are structured into positions which have a collection of rights and duties attached to them.¹³ For example, a school is a social system with such positions as student, teacher, and principal. The role of the incumbent is determined by the set of expectations that are applied to that position. The expectations of such alter-groups as parents, teachers, pupils, school board members and superintendents, along with the principal's own perception of his function, help define the role of the principal and therefore the properties of the role itself. Research dealing with the properties of the principal's role will be reviewed in this section.

Coladarci and Getzels suggest that school administration is a hierarchy of subordinate-superordinate roles or relationships. Three dimensions of this relationship are of critical importance: (a) the authority dimension, that is, the source of the superordinate's domin-

¹² L. M. Lipham, "Organizational Character of Education: Administrative Behavior," Review of Education Research, Vol. 34, No. 4, October, 1964, p. 435.

¹³ T. R. Sarbin, op. cit., 223-258.

ance and the subordinate's acceptance of it; (b) the scope dimension, that is, the range of roles and facilities legitimately included within the interaction. These must be functionally specific rather than functionally diffuse; and (c) the affectivity dimension, that is, the distinctive character of the personal relationship. They suggest this should be universalistic rather than particularistic.¹⁴

Jensen sees the school situation as the inter-action of small social groups. These groups embody a network of roles expressing the rights and obligations held in common by all members. Six properties of this structure of roles are important to the educational administrator: (a) the formal work structure; (b) the authority structure; (c) the communications structure; (d) the power structure; (e) the status and privilege structure; and (f) the informal and clique structure.¹⁵ These are not all of equal relevance since, for example, the formal work structure includes the authority structure; however, analysis of administrative practice along these dimensions would provide useful guidance both for administrative practice and for theoretical research. The above studies dealt with the properties of the principal's role in generalizations.

¹⁴ A. P. Coladarci, and J. W. Getzels, "The Use of Theory in Educational Administration," Educational Administration Monographs, No. 5, (Stanford: Stanford University Press, 1955), pp. 1-28

¹⁵ Gale E. Jensen, "The School as a Social System," Educational Research Bulletin, Vol. 133, February, 1954, pp. 38-46.

Much of the research conducted on the tasks or responsibilities of the principal has been reported in the form of direct statements of the findings. Graff and Street outline a competency pattern of "Theory-Know-How-Job-Tasks" as a method for administrators to attack problems. They listed eight critical task areas for administrators and outlined a very detailed and exhaustive list of critical tasks for each area.¹⁶ Savage and Beem, using the "critical incident technique" compiled a list of one hundred and twenty-eight "critical requirements of effective school administrators."¹⁷ This list was reduced to twenty-seven general behaviors basic to the effective principal. Three of these follow. The principal must: (a) engage in sincere self-evaluation; (b) be a public relations man interpreting the school to the community; and (c) recognize the crucial role of "human relations" in school administration. MacKay emphasizes the responsibility the principal has with respect to communications with the community. The principal:

...is occupying a pivotal role in the school's relationship with external groups and individuals...As he maintains communications within the school itself and with the community surrounding and sustaining the school¹⁸ the principal becomes the liaison officer "par excellence."

Rose analyzed the literature of educational administration for a "com-

¹⁶ O. B. Graff and C. M. Street, Improving Competence in Educational Administration, (New York: Harper and Brothers, 1956), p. 204.

¹⁷ W. W. Savage and J. K. Beem, "The Effective Administrator," Administrator's Notebook, Vol. 2, No. 2, October, 1953.

¹⁸ D. A. MacKay, "The Principalship: A Pivotal Role in Communications," The Alberta School Principal, pp. 31-38, 1963.

prehensive list of competencies."¹⁹ A survey with an opinionnaire obtained thirty-five competencies equally important to junior and senior high school principals, twelve competencies important to high school principals alone, and sixteen competencies important to junior high school principals alone. This study had outcomes similar to the preceeding studies but it is more sharply focused on role qualities.

Three studies conducted in California use the "critical incident" technique to determine what teachers, parents and superintendents felt were effective and ineffective behaviors of the principal. By investigating the expectations held by parents for the role of the elementary school principal, Buffington accumulated 294 incidents which he developed into 436 behaviors.²⁰ Medsker, investigating teachers expectations for the same principals, recorded 402 incidents which produced 569 behaviors.²¹ Walters, who studied the superintendents' view of the principal's job, went one step further. The descriptive statements obtained from twenty-five superintendents were put into two check lists and submitted to all superintendents in California cities. He then presented those behaviors obtaining more than chance support in four tables: (a) most critical effective behavior; (b) most critical ineffective behavior; (c) least critical effective behavior; and

¹⁹H. C. Rose, "A Study of Competencies Needed for Junior High School Principals," Bulletin of National Association of Secondary School Principals, Vol. 46, No. 271, February, 1962, p. 404.

²⁰R. L. Buffington, "The Job of the Elementary School Principal as Viewed by Parents," Dissertation Abstracts, Vol. 14, pp. 943-945.

²¹L. L. Medsker, "The Job of the Elementary School Principal as Viewed by Teachers," Dissertation Abstracts, Vol. 14, pp. 946-947.

(d) least critical ineffective behavior. Upon analysis a highly consistent pattern of response was found.²²

The preceding studies have done much to outline what important alter-groups consider to be significant competencies or responsibilities of the principal. In researching the expectations of alter-groups for the "role of the principal" the results of these studies have proven valuable in the construction of a measurement instrument.

IV. ROLE CONSENSUS

Many research studies have been carried out which attempt to determine the consensus, or extent of agreement, between the attitudes or expectations expressed by various alter-groups which define the role of the principal. The researchers have often found conflict along with congruence among the expectations of the alter-groups studied and much of this conflict attends the decision-making function of the principal.

Culbertson suggests that:

Conflict is especially prevalent in decisions related to controversial issues, to proposed change, to personnel satisfaction, and to threats from changes within or outside of the school system...Our culture is typified by pluralistic values, many of which are paradoxical and some of which are even contradictory. For example such values as cooperation and competition, stability and change, initiative and compliance, central planning and local autonomy, and dominance and submission illustrate opposing factors that at times lead to cultural contradictions. These ²³dychotomies further intensify the problems of the decision-maker.

²²T. W. Walters, "The Job of the High School Principal as Perceived by California City Superintendents," Dissertation Abstract, Vol. 15, 1955, p. 1018.

²³J. A. Culbertson, P. B. Jacobson, and T. L. Reller, Administrative Relationships; A Casebook, (Englewood Cliffs: New Jersey, Prentice-Hall, 1960) pp. 468-69.

The principal is one of the agents in the school who represents both the delegated authority of society and the professional responsibilities of the teaching profession and, as such, the principal faces the difficulty of being effective on many fronts at once.²⁴ The following research will help to illustrate the difficulty the principal faces in attempting to bring about a consensus of opinion with respect to his role.

Austin and Collins²⁵ reported a study connected with a continuing study of the American High School Principalship. Data were collected from twenty-five each of teachers, superintendents, students, principals, and lay people closely connected with the schools. Analysis of the data resulted in consensus of the groups studied on ninety acceptable and sixty unacceptable practices of the principal. These were categorized into eleven areas of job performance. They concluded their article by saying:

Since both observation and experience make it evident that the success of the school leader depends heavily on his ability to meet the expectations of those with whom he works and associates, a survey of such expectations could contribute specifically to a clearer definition of the actual position itself.²⁶

Brown attempted to determine the expectations of parents, trustees, and superintendents for principals in rural consolidated schools. He

²⁴ R. K. Bent and L. E. McCann, Administration of Secondary Schools, (New York: McGraw-Hill, 1960), p. 24.

²⁵ D. B. Austin and J. S. Collins, "A Study of Attitudes Towards the High School Principalship," National Association of Secondary School Principals, Vol. 40, No. 216, January, 1956, pp. 104-140.

²⁶ Ibid, p. 105.

found that the principal often had to cope with conflicting expectations in performing his duties. Conflict existed in the expectations between the different alter-groups and complete consensus was lacking even within any one alter-group.²⁷ Cheal, in his study of "Role Conflict in the Principalship of the Composite High School," was led to the same conclusions except in one area. He found that there existed a high degree of consensus of expectations on the principal's role in relation to student behavior.²⁸ In a noteworthy study of 77 school leaders and 1065 teachers, Seeman found that institutional leadership was particularly vulnerable to conflict along four dimensions: (a) the status dimension; (b) the authority dimension; (c) the institutional dimension; and (d) the means-end dimension. Within each dimension conflict may arise because of: (a) agreement within a single alter-group upon several behaviors which are mutually difficult to achieve; (b) disagreement within an alter-group on the expectations to be required of the leader role; or (c) disagreement between several alter-groups on the expectations to be required of the leader role.²⁹

²⁷ H. C. Brown, "The Role of the Principal in Rural Centralized Schools," Unpublished Master's Thesis, University of Alberta, Edmonton, 1964.

²⁸ J. E. Cheal, "Role Conflict in the Principalship of the Composite High School," Unpublished Master's Thesis, University of Alberta, Edmonton, 1958.

²⁹ Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, Vol. 18, pp. 373-80, August, 1953.

Pierce and Wilson, in the Cheatham County Study, noted that the concepts of role and function held by laymen and by educators are at variance in many respects, and to make matters worse, the point of view held by either one of these groups is in some respects inconsistent.³⁰

From a study conducted in fifty-six Alberta schools, Miklos states that:

Analysis of the data revealed that there were variations from school to school in the expectations which teachers held for the behavior of principals; in addition to this, there were also variations among schools in the degree of consensus on role expectations within any one school.³¹

Role conflicts occur in a situation in which the principal is required to fulfill simultaneously two or more sets of expectations that present contradictory, inconsistent, or mutually exclusive aspects of his role. Since the principal deals with a variety of alter-groups it is not surprising that he should, at times, be exposed to such conflicts. In concluding his discussion of role conflict, Burrup holds that even though the research in many areas of concern in educational administration is limited, there is sufficient evidence of wide differences among individuals and groups to alert the principal of the magnitude of the problem of his role expectations.³² This is of particular concern to him, as he compares his own role expectations of himself with what is expected of

³⁰ R. M. Pierce and Craig Wilson, "Research to County Educational Administration," School Executive, Vol. 72, pp. 96-106, March, 1953.

³¹ E. Miklos, op. cit., p. 6.

³² P. E. Burrup, Modern High School Administration, (New York: Harper and Brothers, 1962), p. 13.

him by many other groups.

V. ROLE ENACTMENT

Role Theory as outlined by McGrath, a social psychologist, holds that it is important to distinguish between the behaviors expected of a person in a particular role and the behavior a particular person actually exhibits while acting in that role.³³ The role behavior of any person in a given role may or may not match, or fulfill, the expectations which he and others, in related roles, hold for the incumbent of that role. In fact, we tend to view our own role behavior and the role behavior of others in relation to our expectations for that behavior, and to evaluate the persons involved on that basis of that comparison. Sarbin, as a psychologist, says that:

Variations in role enactment are a function of at least three variables:

- (1) the validity of role perception. . .;
- (2) the skill in role enactment . . .; and
- (3) the current organization of self.³⁴

The following research deals with findings which hold implications for role enactment by the principal.

Brookover presents a paradigm to show that an incumbent's behavior in a given role is determined through a process of interaction between his self-involvement in the role and his definition of what he

³³J. F. McGrath, Social Psychology, (New York: Holt Rinehart and Winston, 1964).

³⁴T. R. Sarbin, op. cit., 225.

thinks others expect of him as the role incumbent.³⁵ Behavior in interaction is not fixed or static but involves continuous re-assessment of other's expectations, and redefinition by others of their expectations as situations change or as they are influenced by the incumbent. Bidwell utilized a combination of focused and flexible interviews, together with questionnaire returns in a study involving principal behavior and teacher satisfaction.³⁶ He found that: (a) if the behavior of principals, as perceived by teachers, was congruent with their expectations for his behavior then the teachers expressed satisfaction; (b) if the behavior of principals, as perceived by teachers, conflicted with their expectations for his behavior the teachers expressed dissatisfaction; and (c) the level of teacher satisfaction is dependent upon the congruence of conflict between the behavior of the principal teachers perceive and the behavior they expect and is independent of the nature of the expectations.

Using 400 interviews and 1800 questionnaires Chase was earlier led to the same conclusion, with respect to the relationship between perceived principal behavior and teacher satisfaction. His expression was that, "when teachers expectations are fulfilled with regards to the leadership of administrators their morale soars; when their expectations are dis-

³⁵ W. B. Brookover, "Research on Teacher and Administrator Role," Journal of Educational Sociology, Vol. 29, pp. 2-13, 1955, pp. 3-7.

³⁶ Charles D. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, Vol. 29, pp. 41-48, September, 1955.

appointed morale takes a nose dive."³⁷ In a follow-up article to the one cited above Chase says:

The role of leadership is compounded by the demands of the situation, the leader's own concept of his role, and the expectations of the group with respect to his role. When the expectations of the group are appropriate to the situation and coincide with the leader's own concept of his role, the opportunities for effective leadership are good. When such harmony does not exist, satisfactory performance of the leadership role is difficult if not impossible.³⁸

Of prime concern for the principal, therefore, must be the bringing about of harmony among expectations of his several alter-groups and between these expectations and his role performance. The expectations must also be examined in terms of their appropriateness to the situation. There is a great need for accurate information of other's expectations and Chase suggests that this information can be obtained through the use of interviews, normal day-to-day communications, grievance committees and/or check lists and questionnaires. The principal can then proceed to resolve conflicts by clarifying his own role, modifying his own values and behaviors, and/or bringing about changes in the expectations that others hold for his role enactment.

Moyer, by measuring teachers attitude and satisfaction, found that teachers' satisfaction was directly related to the extent to which the perceived principal's behavior correlated with their picture of the

³⁷ F. S. Chase, "Professional Leadership and Teacher Morale," Administrator's Notebook, Vol. 1, No. 8, March, 1953.

³⁸ F. S. Chase, op. cit., p. 1.

"ideal leader."³⁹ This finding is congruent with those of Chase and Bidwell; however, Moyer suggests that the principal must be the one to change his behavior to insure satisfaction of teachers. He must "bring his own leadership attitudes into a compatible relationship with his group." Moyer leaves no room for the redefining of other's expectations with respect to the leader's role enactment. Miklos, however, says that:

...good leaders lead in part by clarifying the expectations held for their role. In doing so they influence the expectations of group members in such a way that the expectations ⁴⁰ approximate those which the leader himself holds.

Getzels and Guba outline a general conceptual framework for systematizing and interrelating the knowledge of administration. They discuss: (a) the problem of institutional and individual conflict; (b) the problem of staff effectiveness, efficiency, and satisfaction; (c) the nature of the various leadership-fellowship styles; and (d) the problem of morale. This comprehensive article clarifies the relation of role expectations and personality needs to efficient, effective, and satisfying administrator behavior.⁴¹ The authors stress the administrator's need for accurate information regarding the many expectations held for his role-behavior.

³⁹ D. C. Moyer, "Leadership that Teachers Want," Administrator's Notebook, Vol. 3, No. 7, March, 1955, p. 2.

⁴⁰ E. Miklos, "Role Theory in Administration," The Canadian Administrator, Vol. 4, No. 5, November, 1963, p. 8.

⁴¹ Getzels and Guba, 1957, op. cit.

As illustrated by Bent and McCann⁴² in chapter two of their book, Administration of Secondary Schools, the principal, as an agent of society, must recognize the many "public expectations" which impinge upon the high school.

Ingram suggests that the principal has responsibilities in the area of public relations because of his general role as an educational administrator. He suggests the need for principal-community relations is evident since:

- (a) The schools are lawfully accountable to the public;
- (b) The public school can succeed only to the extent that it holds the understanding, interest, and confidence of the people;
- (c) The best interests of the pupils can only be served by the cooperation of all elements of the community which affect their lives;
- (d) Public support for education is necessary to resist strong pressure groups who would use the schools for their own purposes.

Jacobson stresses the need for special preparation and training of principals if they are to fulfill their cultural role. He discusses the expectations of community organizations with regards to the administration of their schools, stresses a balanced perception of his responsibilities to the community and the profession, by the principal, and

⁴² R. K. Bent and L. E. McCann, Administration of Secondary Schools, (New York: McGraw-Hill, 1960), Ch. 2.

⁴³ E. J. Ingram, "The Principal and Public Relation," The Alberta School Principal, pp. 39-47, 1963.

suggests that experience aids the principal in accurate role perception and enactment.⁴⁴ Jacobson also suggests that the principal should clarify his perspective of role behavior by: (a) changing occasionally the vantage point from which the principalship is viewed; (b) resorting to job analysis and self-survey of his duties and responsibilities; and (c) checking his practices against those of other principals.

Gross, Mason, and McEachern report that in the enactment of roles the following are essential:

- (1) an identification of self;
- (2) behavior in given situations which is appropriate to this identification;
- (3) a background of related acts by others (counter-roles) which serve as cues to specific performance;
- (4) an evaluation by the individual, and by others, of the role enactment.⁴⁵

Shuster and Wetzler⁴⁶ make a comparison between the psychological approach to leadership and the autocratic approach. They advance the proposition that democratic administration is basic to the principalship, and conclude that:

⁴⁴ P. B. Jacobson et al, The Effective School Principal, (Englewood Cliffs, New Jersey: Prentice-Hall, 1954), Ch. 1.

⁴⁵ N. Gross, W. S. Mason, and W. W. McEachern, Explorations in Role Analysis, (New York: John Wiley and Sons, Inc., 1958), p. 39.

⁴⁶ A. H. Shuster, and W. F. Wetzler, Leadership in Elementary School Administration and Supervision, (Boston: Houghton Mifflin Co., 1958), p. 3-30.

The principal should consider every problem or decision-making task in the light of certain psychological principles underlying behavior if he wishes to be engaged in administrative behavior leading to greater staff satisfaction and improved performance.⁴⁷

The principal to-day is a mediator interposed between the school as a particular institution with its professional staff and the community of which the school is a part. In his role enactment the principal must of necessity, as shown by the previous studies, consider the expectations others hold for his behavior in the process of role enactment.

VI. THE CHANGING ROLE

In chapter nine of his book, Social Psychology, McGrath deals specifically with leadership. He suggests that, "the leader's role is affected by characteristics of the leader and the group, the tasks to be performed, the environment, and the on-going group process."⁴⁸ This would indicate that roles in society change and develop as the environment, tasks, and characteristics of both leader and group change. The role of the principal has undergone significant changes in the expectations associated with it since its inception.

Benben, in discussing the changing role of the school administrator, insists that administrators be aware of the fact that the emphasis they place on the various functions of their office in helping to

⁴⁷ Ibid., p. 15.

⁴⁸ J. F. McGrath, Social Psychology, (New York: Holt Rinehart and Winston, 1964), p. 92.

shape the future role of administration. He suggests that the principalship is gaining in nature, and its relationship to other administrative positions is becoming more clearly defined.⁴⁹ Most texts on school administration include a section on the development of the principalship. Burrup summarizes this development as a five-stage process. First, the principal of the one-room secondary school had influence mainly with the pupils in his own classes. Second, when two or more teachers were required in the same school, one was designated as head teacher or principal. His chief duty, aside from teaching a full schedule of classes, was that of maintaining discipline. Third, as the school continued to grow, several teachers were employed, and the responsibilities and influence of the principal expanded. His leadership broadened, and he began to exert a more vital influence over the pupils of the school, the program offered, and the relationships with the community. Fourth, the point was finally reached...where the principal was freed from his teaching duties... Such responsibilities as supervision, discipline organization, public relations, and personnel work added to his role. Finally, as the school enrolment increased still further and many high schools became large and complex organizations, vice-principals, deans, heads of department, and clerical help became part of the school organizations. The principal became more and more of the professional leader. His function became that of coordinating the efforts of all individuals under him, integrating the school as a whole,

⁴⁹ J. S. Benben, "Whither School Administration?," Administrator's Notebook, Vol. 1, No. 6, January, 1953, p. 1.

keeping in touch with outside agencies, and devoting attention to professional improvements and development.⁵⁰

The principalship came upon the educational scene as a position of practical necessity. The early emphasis was on the management role of the principal. It is now a position of high prestige and one which calls for the best performance of well qualified educational leaders.

VII. CONCLUSION

Role theory is concerned only with analyzing the determinants and consequences of behavior in social systems and not with the question of whether individuals should or should not make a conscious effort to act in accord with the expectation held for them. To act in accord with others' expectations one must identify groups which hold expectations, determine the expectations which they hold, and distinguish the more crucial from the less crucial expectations. Since the school principal deals with a variety of alter-groups, it is not surprising that he should be exposed to conflicts in his position. Principals often find themselves in situations where different groups have conflicting expectations with regards to the functions they should perform and the ways in which they should operate. Unless such conflicts can be resolved, school administrations operate under a heavy handicap. One of the primary concerns of principals, therefore, should be to bring about harmony among expectations and between expectations and performance.

⁵⁰P. E. Burrup, op. cit., p. 8.

CHAPTER III

THE RESEARCH DESIGN

In order to compare the role of the principal in rural and urban situations an understanding of this role is necessary. The alter-groups whose expectations define these roles in this study are parents and teachers in both the rural and urban setting. One significant alter-group was selected from within the formal organization and one from outside the school in order that a comparison could be made, not only between the same alter-group in different situations, but between different alter-groups within the same situation.

I. THE SAMPLE

The rural teacher sample for this study was selected from two counties in east-central Alberta. All of the teachers in school which included grades ten, eleven and twelve were included in the study. One hundred and twenty-five questionnaires were distributed to these teachers through the office of the principal of the school in which they were teaching. Eight schools were represented in this sample.

The parents of one hundred and fifty grade ten students from one of these counties were selected, and a questionnaire was delivered to them through the office of the principal of their local school. Parents of grade ten students in each of the five centralized schools in this county were represented. The size of the schools represented in the rural situa-

tion varied from sixty to three hundred high school students.

The urban teacher sample was selected from the composite high schools in Edmonton. One hundred and twenty-five of the teachers in these schools were given questionnaires to complete and return. The questionnaires were distributed through the principal's office.

TABLE I

NUMBER OF RESPONDENTS INCLUDED IN THE STUDY
AND PERCENTAGE OF QUESTIONNAIRE RETURNS

Respondents	Number Distributed	Number Returned	Per Cent Usable
Rural Parents	150	117	78
Rural Teachers	125	100	80
Urban Parents	150	91	61
Urban Teachers	125	96	77

One hundred and fifty of the grade ten students in Victoria Composite High School were selected and given questionnaires to be completed by their parents. This provided the urban parent sample. Victoria Composite High School was selected for the study because of the heterogeneous nature of the population from which the school draws its students.

Table I summarizes the percentage of questionnaires returned by the four alter-groups. All questionnaires, when completed, were returned directly to the author in self-addressed, sealed envelopes. The princi-

pals of the schools involved were not asked to assume any responsibility for the return of the questionnaires.

II. THE INSTRUMENT

The data for this study were collected by means of a questionnaire constructed for that purpose. To fulfill the requirements for the study the questionnaire measured the expectations of the members of the alter-groups for the principal's behavior in the four task areas under consideration. It also allowed the respondents to record the strength or intensity of their expectations. On reviewing the questionnaires used in other studies based on role theory, a questionnaire was developed which would determine alter-group reactions in approval or disapproval to listed behaviors of the principal and the strength of these reactions.

To obtain samples of principal behavior deemed significant by the members of the alter-groups a review of studies using the "critical incident technique" to investigate the role of school administrators was carried out. Studies such as those reported by Buffington,¹ Medsker,² and Brookover³ were most helpful at this point. Many of the behaviors listed by Brown,⁴ Cheal,⁵ and Gross, Mason and McEachern,⁶

¹Buffington, op. cit.

²Medsker, op. cit.

³Brookover, op. cit.

⁴Brown, op. cit., pp. 138-139

⁵Cheal, op. cit., pp. 81-86

⁶Gross, Mason, and McEachern, op. cit., pp. 331-342.

in their instruments were also incorporated into the questionnaire. An original list of 180 items was prepared. By combining similar behavior items and rejecting those items which did not represent behaviors in the four task areas under consideration, the list of significant behaviors was developed into a questionnaire of 123 items. These items were grouped into the four task areas: (a) school-community relations; (b) staff-personnel relations; (c) pupil-personnel relations; and (d) managerial relations. The pilot study, described later, resulted in a refinement of the questionnaire to the 63 items used in the final draft.

The respondents recorded their expectations for the listed principal behavior on a five point scale which is assumed to be, for statistical analysis, at least an interval scale. The five possible responses to the behaviors listed as items were:

1. Absolutely Must (AM)
2. Preferably Should (PS)
3. May or May Not (MMN)
4. Preferably Should Not (PSN)
5. Absolutely Must Not (AMN)

These possible choices are reported by Gross, Mason and McEachern to be most useful in a study of role expectations.⁷

The main requirements for the items in the questionnaire were that they represent behaviors of the principal and that they were unambiguous.

⁷Ibid., p. 102.

It was decided that a pilot study be undertaken which would test the items for these requirements. Forty-eight graduate students in the Department of Educational Administration were used in this study because it was felt that they were well qualified to recognize behaviors of the principal and decide if the items were well constructed. A group of twelve teachers also reviewed the questionnaire in terms of the suitability and wording of the items. The primary purpose of the pilot study was to ensure content validity of the final instrument.

To establish a measure of reliability for the questionnaire some of the graduate students who responded during the pilot study were requested to complete the questionnaire a second time, two months after its first completion. No indication was given to the respondents at the time of the pilot study that a retest would be carried out. The coefficient of test-retest reliability was calculated from the two sets of results and found to be 0.86. Some of the respondents indicated that they knew their answers to some questions were different on the second completion, not because the questions were ambiguous, but because of some changed attitudes due to course work completed since the first administration of the questionnaire.

The statistical validity of the measurement instrument used for this study has not been previously demonstrated. However, instruments of the same type were used by Brown,⁸ Warren,⁹ and Gross, Mason and

⁸ Brown, op. cit., p. 138

⁹ P. J. Warren, "Leadership Expectations of the Newfoundland High School Principal," Unpublished Master's Thesis, University of Alberta, 1959, pp. 142-43.

McEachern.¹⁰ These authors reported their instruments performed satisfactorily for their purposes.

III. ANALYSIS OF THE DATA

To facilitate the analysis of the data the measurement scale was assumed to be an interval scale. The responses were weighted from 1 for "absolutely must" to 5 for "absolutely must not." This allows for the calculation of the mean and variance of the response distributions of each alter-group on each item of the questionnaire.

Between-Group Consensus

In order to determine whether significant differences existed between the response distributions of any two groups the Kolmogorov-Smirnov two-sample test was used. Only those differences significant at the .05 level or beyond were considered. "The Kolmogorov-Smirnov two-sample test is a test of whether two independent samples have been drawn from the same population"¹¹ (or from populations with the same distribution). The two-tailed test used in this study is sensitive to any kind of difference in the two distributions being compared. The test itself is concerned with the agreement between two cumulative distributions. If the two samples being compared (e.g. rural parents and urban parents) belong to the same

¹⁰ Gross, Mason, and McEachern, op. cit., p. 328.

¹¹ S. Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw Hill, 1956), p. 127

population, then the cumulative distributions of both samples may be expected to be nearly the same, inasmuch as they both will show only random deviations from the cumulative distribution of the population. If the difference between the two cumulative distributions is "too great" at any point, this suggests that the samples come from different populations.

Using this test the maximum differences (D_{max}) between the two distributions being compared is found. If this difference is larger than would be expected with just random deviations the two samples are considered to have been drawn from different populations. The IBM computer has calculated the D_{max} values for each combination of two groups on each item of the questionnaire. This D_{max} value is then transformed into a chi-square value. Tables of the critical values of chi-square were used to determine which pairs of distributions are significantly different from each other. Table II gives the critical values of D_{max} and chi-square for the comparison of the response distributions of two alter-groups.

TABLE II

CRITICAL VALUES OF D_{max} AND CHI-SQUARE FOR THE COMPARISONS OF THE RESPONSE DISTRIBUTIONS OF TWO ALTER-GROUPS

Level of Significance	D_{max} For Compared Groups			Comparable Values	
	R _p -R _t	R _t -R _t	U _p -U _t	R _p -U _p	of Chi-Square
.05	0.185	0.190	0.194	0.199	7.35
.01	0.222	0.228	0.233	0.238	10.65
.001	0.265	0.273	0.279	0.285	15.34

R_p - Rural Parent R_t - Rural Teacher U_p - Urban Parent U_t - Urban Teacher

This test was used for investigating hypothesis 1 to see if there were significant differences between the roles of the rural and urban principals, and hypothesis 2 to see if significant differences existed between the expressed expectations of parents and teachers within the same situation.

The significant differences found during this analysis were of two types. First, some of the differences were the result of expectations expressed in opposite directions, and secondly, some of the differences were due to the varying strengths of the expressed expectations being compared. When testing hypothesis 1, comparing the response distributions of rural and urban groups, significant differences of the first type are discussed as major differences in the roles of the rural and urban principal. Significant differences of the second type are treated as minor differences in these roles. When testing hypothesis 2, comparing the response distributions of the two groups within the same situation, significant differences of the first type are discussed as serious role conflicts for the principal in that situation. The expectations of both of these groups help to define his role. Significant differences of the second type are presented as minor role conflicts for the principal concerned.

When interpreting the significant chi-square statistics it was necessary to investigate the within-group consensus to determine if there was consensus within the groups but not between the groups, or whether there was generally disagreement throughout both groups. The mean scores for each alter-group on each item of the questionnaire were also calculated.

These means were then ranked for each of the task areas resulting in a clearer understanding of the extent or strength of the expressed expectations.

Within-Group Consensus

Hypothesis 3 suggests that there are no significant differences between the expressed expectations of the members of any one alter-group. This hypothesis deals with the within-group consensus of expectations. In order to test for within-group consensus on any one item two elements of the distribution of responses had to be considered: central tendency and variability. To take only one of these into account would be to ignore important information. The variance of the distribution of scores on each item is used as a measure of within-group consensus. The variance scores for each of the alter-groups on each sub-test are ranked. These ranks provide insight into which behaviors of the principal result in low consensus within the separate alter-groups. Four within-group consensus scores are calculated for each item of the role definition instrument, one for each sample. Hewko used the variance to determine within-group or "intra-group" consensus in his study of the role of the coordinator in Edmonton Junior High Schools.¹²

The consensus within a group varies inversely as the variance score. Therefore, items showing a high variance score have elicited a low degree

¹²Walter M. Hewko, "An Analysis of the Role of the Junior High School Coordinator," Unpublished Master's Thesis, University of Alberta, Edmonton, 1965.

of consensus from the respondents indicating potential role conflict with respect to the behavior represented by the item.

On items numbered 62 and 63 the respondents indicated which of the four task areas included in the study they felt to be the "most" and "least" important functions of the principal. The responses of the four alter-groups to these two items are tabulated and discussed in Chapter VII.

IV. SUMMARY

A questionnaire was prepared to gather data from rural and urban teachers and parents in order to analyze and compare their expectations for the role of the principal. Variance and the Kolmogorov - Smirnov two-sample test which leads to chi-square were adopted as the basic statistical techniques in determining within-group and between-group consensus of expectations. Mean responses are used to indicate the strength of the reported expectations. Responses to the open-end questions, items 62 and 63, are tabulated in frequency tables.

CHAPTER IV

SCHOOL-COMMUNITY RELATIONS: PRINCIPAL ROLE

This chapter presents an analysis of the expectation responses of the alter-groups for the principal task area of "School-Community Relations." Table III summarizes the data for this section of the questionnaire--items one to eighteen. In order to test the hypotheses stated in Chapter I the analysis is presented in three sections: rural-urban comparison; the rural situation; and the urban situation. A summary of both the between-group and within-group consensus is presented at the end of the chapter.

I. RURAL-URBAN COMPARISON

Hypothesis I postulated that there were no significant differences between the role of the rural principal and the role of the urban principal as defined by parents and teachers. In order to test this hypothesis the response distributions of parents and teachers in each situation were compared using the Kolmogorov-Smirnov two-sample test. The significant differences found were one of the two types discussed in Chapter III as part of the analysis of the data. These differences suggest both major and minor differences in the roles of the rural and urban principal for this specific task area.

TABLE III
RESPONSE DISTRIBUTIONS FOR THE TASK AREA OF
SCHOOL-COMMUNITY RELATIONS

Item	Group	Responses					N
		AM	PS	MMN	PSN	AMN	
1. Try to visit the homes of all students.	R _p	0	13	81	16	7	117
	R _t	0	7	77	14	2	100
	U _p	0	11	47	18	15	91
	U _t	1	3	50	24	18	96
2. Urge people whom he respects to run for office on local or unit school boards.	R _p	0	22	29	38	28	117
	R _t	1	21	34	31	13	100
	U _p	6	24	41	15	5	91
	U _t	2	28	40	18	8	96
3. Take an active part in promoting sports for the community.	R _p	14	51	48	2	2	117
	R _t	7	49	42	2	0	100
	U _p	16	40	28	5	2	91
	U _t	3	27	65	1	0	96
4. Actively campaign for persons seeking election to local or unit school boards.	R _p	1	1	17	34	64	117
	R _t	0	0	16	34	50	100
	U _p	3	4	29	24	31	91
	U _t	1	9	21	34	31	96
5. Take an active part in church activities.	R _p	6	49	60	1	1	117
	R _t	1	40	57	0	2	100
	U _p	11	32	43	2	3	91
	U _t	0	22	71	3	0	96
6. Speak at civic meetings about education or his school.	R _p	11	62	36	7	1	117
	R _t	9	49	41	1	0	100
	U _p	22	42	24	1	2	91
	U _t	34	39	23	0	0	96
7. Maintain a professional attitude towards parents and teachers at all times.	R _p	16	30	25	33	13	117
	R _t	57	21	15	6	1	100
	U _p	30	31	19	8	3	91
	U _t	66	19	7	4	0	96
8. Invite parents to his home for social purposes.	R _p	1	1	94	12	9	117
	R _t	0	12	76	7	5	100
	U _p	2	2	31	27	29	91
	U _t	2	4	65	17	8	96
9. Ignore most rumors he hears about the school and its operation.	R _p	11	39	18	26	23	117
	R _t	8	21	35	30	6	100
	U _p	13	14	21	14	29	91
	U _t	6	17	29	32	12	96

TABLE III (Continued)

Item	Group	Responses					N
		AM	PS	MMN	PSN	AMN	
10. Involve parents in decisions about the school.	R _p	10	38	32	21	16	117
	R _t	4	18	37	28	13	100
	U _p	9	25	22	19	16	91
	U _t	7	21	40	18	10	96
11. Develop close friendships with a few of the parents.	R _p	0	5	66	22	24	117
	R _t	1	2	59	28	10	100
	U _p	3	1	35	23	29	91
	U _t	2	1	70	19	4	96
12. Give parents guidance in how to handle discipline at home.	R _p	0	10	36	38	33	117
	R _t	1	16	44	30	9	100
	U _p	0	24	46	11	10	91
	U _t	2	16	48	17	13	96
13. Require parents to make appointments before they can see him.	R _p	4	36	36	29	12	117
	R _t	6	35	35	23	1	100
	U _p	20	40	20	7	4	91
	U _t	16	35	30	13	2	96
14. Make school facilities available to community groups.	R _p	6	50	40	14	7	117
	R _t	3	49	34	12	2	100
	U _p	12	31	25	17	6	91
	U _t	18	51	24	3	0	96
15. Resist efforts of parents to influence school policy.	R _p	5	22	39	35	16	117
	R _t	9	21	46	20	4	100
	U _p	18	17	30	16	10	91
	U _t	14	21	44	14	3	96
16. Know each parent personally.	R _p	6	58	48	4	1	117
	R _t	5	50	39	6	0	100
	U _p	3	31	40	10	7	91
	U _t	0	12	67	8	9	96
17. Encourage parents to work on school problems.	R _p	14	57	33	11	2	117
	R _t	4	51	35	6	4	100
	U _p	6	54	23	5	3	91
	U _t	6	49	25	11	5	96
18. Establish a parent-teacher organization.	R _p	16	57	36	8	0	117
	R _t	10	32	47	10	1	100
	U _p	22	40	19	6	4	91
	U _t	6	29	49	10	2	96

R_p - Rural Parent R_t - Rural Teacher U_p - Urban Parent U_t - Urban Teacher

AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not
 PSN - Preferably Should Not, AMN - Absolutely Must Not.

Table IV summarizes the statistical comparison of the response distributions of the alter-groups in the two situations. The responses of rural parents and teachers were compared with the responses of urban parents and teachers respectively and the resulting chi-square values are presented. Only those differences significant at the .05 level or higher were considered.

On seven of the items dealing with school-community relations no significant differences between the roles of the rural and urban principal were found. The respondents felt that principals in both situations should take an active part in church activities, encourage parents to work on school problems, and establish a parent-teacher organization. There was also agreement that the principal should not develop close friendships with a few of the parents. Ambivalent expectations were expressed by all four alter-groups for the three remaining items which showed no significant differences between the four response distributions. The majority of the respondents said the principal may or may not ignore rumors about the school, involve parents in school decisions, and/or resist efforts of parents to influence school policy. The remaining responses to these items were nearly equally distributed in both the positive and negative sides of this central category.

For the task area of "School-Community Relations" there were no items which elicited significantly different responses from both parents and teachers in the two situations. Rural parents expressed expectations significantly different than those expressed by urban parents on six items,

TABLE IV

RURAL-URBAN COMPARISON OF EXPECTATIONS FOR THE
TASK AREA OF SCHOOL-COMMUNITY RELATIONS

Item	Compared Groups	χ^2	Significant Level	Item	Compared Groups	χ^2	Significant Level
1.	R _p -U _p R _t -U _t	5.64 15.09	N.S. <u>.01</u>	10.	R _p -U _p R _t -U _t	0.96 2.74	N.S. N.S.
2.	R _p -U _p R _t -U _t	24.27 5.61	<u>.001</u> N.S.	11.	R _p -U _p R _t -U _t	6.51 3.86	N.S. N.S.
3.	R _p -U _p R _t -U _t	.73 12.00	N.S. <u>.01</u>	12.	R _p -U _p R _t -U _t	28.96 1.18	<u>.001</u> N.S.
4.	R _p -U _p R _t -U _t	11.14 6.14	<u>.01</u> N.S.	13.	R _p -U _p R _t -U _t	20.63 2.88	<u>.001</u> N.S.
5.	R _p -U _p R _t -U _t	0.99 6.41	N.S. N.S.	14.	R _p -U _p R _t -U _t	1.33 7.74	N.S. <u>.05</u>
6.	R _p -U _p R _t -U _t	4.47 13.67	N.S. <u>.01</u>	15.	R _p -U _p R _t -U _t	4.92 0.82	N.S. N.S.
7.	R _p -U _p R _t -U _t	15.73 2.70	<u>.001</u> N.S.	16.	R _p -U _p R _t -U _t	6.16 35.39	N.S. <u>.001</u>
8.	R _p -U _p R _t -U _t	38.90 3.86	<u>.001</u> N.S.	17.	R _p -U _p R _t -U _t	0.59 0.87	N.S. N.S.
9.	R _p -U _p R _t -U _t	3.49 1.89	N.S. N.S.	18.	R _p -U _p R _t -U _t	2.26 0.60	N.S. N.S.

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher
N.S. - Not Significant.

and the expectations of rural teachers were significantly different from those of urban teachers on five different items. These findings suggest that for this task area the roles of the rural and urban principal are not defined differently by both groups for any one principal behavior.

Rural and urban parents expressed expectations in opposite directions on two items. Urban parents said the principal should urge people he respects to run for office on school boards and require parents to make appointments before visiting him at school. Rural parents expressed negative expectations on both of these behavior items. Minor rural-urban role differences, as seen by parents, resulted on four items. Rural parents expressed significantly stronger negative expectations than urban parents when they said the principal must not actively campaign for school board candidates or give parents guidance in handling a discipline at home. Urban parents expressed stronger negative expectations saying the principal should not invite parents to his home for social purposes, and stronger positive expectations saying the principal must maintain a professional attitude towards parents and teachers at all times.

Teachers in the two situations had response distributions which differed significantly on five items. Four of these represent minor role differences since they resulted from varying strengths of expectations expressed in the same direction. Urban teachers felt more strongly that the principal should make school facilities available to community groups and speak at civic meetings about education or his school. They expressed stronger negative expectations for one item. They said the principal

should not try to visit the homes of all his students. Rural teachers expressed stronger positive expectations on another item saying the principal must or should take an active part in promoting sports for the community.

The expressed expectations of rural and urban teachers took opposite directions on one item. Rural teachers felt the principal should know each parent personally, whereas urban teachers said this should not be done. Considering the large number of parents represented in an urban school these responses could be expected.

Parents and teachers did not agree that the roles of the rural and urban principal were different for the same behavior items. However, three of the items elicited responses from either parents or teachers which showed major differences in these roles. On eight other items minor differences were evidenced by significant differences shown in the strengths of the expressed expectations. Thus, the null hypotheses suggesting no significant differences between the roles of the rural and urban principal as defined by parents and teachers are not supported.

Mean Responses of the Alter-Groups

By investigating the mean responses of the alter-groups a better understanding of the strengths of expressed expectations is attained. Table V shows the ranked mean responses of the alter-groups on the items of the first task area "School-Community Relations." Both the high and low ranking means are of significance since they indicate the strongest

TABLE V

RANKED MEAN SCORES OF THE ALTER-GROUPS FOR THE TASK AREA OF SCHOOL-COMMUNITY RELATIONS

Item No.	R _p	R _t	U _p	U _t	R _p	R _t	U _p	U _t
1.	3.15	3.11	3.41	3.57	12	13	15	17
2.	3.62	3.34	2.88	3.02	16	16	11	10
3.	2.38	2.39	2.31	2.67	3	3	5	6
4.	4.36	4.34	3.84	3.89	18	18	17	18
5.	2.50	2.60	2.49	2.80	6	6.5	7	9
6.	2.36	2.34	2.11	1.89	2	2	1	2
7.	2.97	1.73	2.15	1.47	9	1	2	1
8.	3.23	3.05	3.87	3.26	13	11.5	18	15
9.	3.09	3.05	3.35	3.28	11	11.5	14	16
10.	2.96	3.28	3.09	3.03	8	14	13	11
11.	3.56	3.44	3.81	3.23	15	17	16	13
12.	3.80	3.30	3.08	3.24	17	15	12	14
13.	3.08	2.78	2.29	2.48	10	9	4	4
14.	2.71	2.61	2.71	2.13	7	8	8	3
15.	3.30	2.89	2.81	2.70	14	10	9	7
16.	2.45	2.46	2.86	3.15	5	4	10	12
17.	2.40	2.55	2.40	2.58	4	5	6	5
18.	2.31	2.60	2.23	2.72	1	6.5	3	8

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

expressed expectations.

Rural parents felt most strongly that the principal should or must establish a parent-teacher organization, speak at civic meetings about education and his school, and take an active part in promoting sports for the community. In the negative direction, rural parents expressed strongly that the principal should not or must not urge people whom he respects to run for office on local or unit school boards, or actively campaign for these persons. Rural parents also expressed strong opinions that the principal should not give them guidance in the handling of discipline at home.

Rural teachers, urban parents, and urban teachers all felt that two important behaviors of the principal were that he must speak on education or his school at civic meetings, and he must maintain a professional attitude toward parents and teachers at all times. Rural teachers also felt that the principal should take an active part in promoting community sports activities. Along with the first two behaviors mentioned urban parents also strongly believed that the principal should establish a parent-teacher organization. The third ranked positive expectation of urban teachers is that they felt the principal should make school facilities available to community groups.

Rural teachers reported that the principal should not or must not urge people he respects to run for office on school boards or actively campaign for these people. The principal also must not develop close

friendships with a few of the parents according to rural teachers. Urban parents and urban teachers also said that the principal must not actively campaign for persons seeking election to school boards. As well, urban parents said the principal should not invite parents to his home for social purposes or develop close friendships with a few of the parents. Urban teachers, on the other hand, most strongly agreed that the principal should not try to visit the homes of his students or ignore most rumors he hears about the school or its operation.

II. THE RURAL SITUATION

This section presents an analysis of the data dealing with the role of the rural principal as defined by the expectations of rural parents and teachers. The consensus of expectations within each of these groups is investigated along with the consensus between the two groups sampled. Hypothesis 2.1: there are no significant differences between the expectations of rural parents and rural teachers; hypothesis 3.1: there are no significant differences between the expectations expressed by the members of the rural parent group; and hypothesis 3.2: there are no significant differences between the expectations expressed by the members of the rural teacher group, are tested in this section.

Between-Group Consensus

The Kolmogorov-Smirnov two-sample test was used to test for significant differences between the response distributions of rural parents and rural teachers. Significant differences between these distributions

represent role conflict for the principal. Serious conflict is evidenced by expectations expressed in opposite directions and minor conflict resulted from the varying strengths of expectations expressed in the same direction. Table VI shows the values of chi-square and the significance levels of the differences between the response distribution of the two rural alter-groups for the task area of school-community relations.

TABLE VI

COMPARISON OF EXPECTATIONS OF RURAL PARENTS
AND TEACHERS FOR THE TASK AREA OF
SCHOOL-COMMUNITY RELATIONS

Item	χ^2	Significant Level	Item	χ^2	Significant Level
1.	0.36	N.S.	10.	7.81	<u>.05</u>
2.	3.32	N.S.	11.	2.38	N.S.
3.	0.53	N.S.	12	10.14	<u>.05</u>
4.	0.48	N.S.	13.	2.63	N.S.
5.	0.78	N.S.	14.	0.37	N.S.
6.	0.73	N.S.	15.	8.28	<u>.05</u>
7.	40.48	<u>.001</u>	16.	0.06	N.S.
8.	2.28	N.S.	17.	1.37	N.S.
9.	4.07	N.S.	18.	8.97	<u>.05</u>

N.S. - Not Significant

Less serious conflicts between the expectations of rural parents and rural teachers existed for three items on this section of the ques-

tionnaire. On one of these items rural teachers expressed stronger opinions than rural parents. Rural teachers felt more strongly that the principal should maintain a professional attitude towards parents and teachers at all times. Rural parents expressed significantly stronger expectations that the principal should or must establish a parent-teacher organization, and that he should not give parents guidance in how to handle discipline at home.

Rural parents and rural teachers expressed more serious conflict of expectations on two other items. The parent group felt that parents should be involved in decisions about the school, whereas rural teachers said this should not be the case. Likewise, rural parents held that the principal should not resist efforts of parents to influence school policy while rural teachers felt these efforts should be resisted. The compared response distributions, in both cases, were significantly different at the .05 level of significance.

Within-Group Consensus

The variance scores were used to determine the extent of within-group consensus of expectations among the members of the alter-groups. Since variance is a measure of the variation of the responses the consensus within a group varies inversely with the variance scores. Table VII and Table VIII illustrate the ranked variance scores of rural parents and rural teachers respectively.

TABLE VII

RANKED VARIANCE SCORES OF RURAL PARENTS FOR THE TASK
AREA OF SCHOOL - COMMUNITY RELATIONS

Item	Variance	Rank	Item	Variance	Rank
1.	0.46	3	10.	1.39	16
2.	1.08	13	11.	0.75	9
3.	0.61	6	12.	0.88	11
4.	0.67	8	13.	1.10	14
5.	0.42	2	14.	0.90	12
6.	0.59	5	15.	1.12	15
7.	1.54	17	16.	0.48	4
8.	0.40	1	17.	0.77	10
9.	1.72	18	18.	0.62	7

Rural parents, as a group, demonstrated relatively high consensus on most items on this section of the questionnaire. However, some conflict of expectations was evident for three items. There was lack of agreement as to whether the principal should or should not: ignore most rumors he hears about the school and its operation; maintain a professional attitude towards parents and teachers at all times; or involve parents in decisions about the school. The low degree of consensus on these behavior items indicated a conflict of expectations within this alter-group which could result in role-conflict for the principal.

TABLE VIII

RANKED VARIANCE SCORES OF RURAL TEACHERS FOR THE
TASK AREA OF SCHOOL - COMMUNITY RELATIONS

Item	Variance	Rank	Item	Variance	Rank
1.	0.28	1	10.	1.06	17.5
2.	0.96	15	11.	0.55	7.5
3.	0.42	4.5	12.	0.77	12
4.	0.55	7.5	13.	0.81	13
5.	0.37	2	14.	0.66	9
6.	0.42	4.5	15.	0.92	14
7.	0.98	16	16.	0.46	6
8.	0.38	3	17.	0.69	10
9.	1.06	17.5	18.	0.71	11

The variance scores of rural teachers ranged from 0.28 to 1.06. They demonstrated high within-group consensus on all but two items indicating that the members of this group are generally in agreement on the expectations they have for the behavior of their principal. Disagreement was found on items dealing with whether the principal should or should not ignore rumors about the school and involve parents in decisions about the school. Both of these items elicited low consensus from all groups. The items are possibly ambiguous and interpreted differently by different respondents.

The hypotheses tested in this section suggested that no significant difference in expectations, either between rural parents and teachers, or within these groups would be found. The data does not support these hypotheses, however, the conflict of expectations among the members of the rural teacher group is much less than the conflict expressed by the rural parent group. This is possibly due to the more varied background and the less organized nature of the parent group.

III. THE URBAN SITUATION

The expectations of urban parents and teachers are presented in this section. The consensus of expectations between and within these two groups are investigated as tests for the following hypotheses: hypothesis 2.2: there are no significant differences between the expectations of urban parents and urban teachers; hypothesis 3.3: there are no significant differences between the expectations expressed by the members of the urban parent group; and hypothesis 3.4: there are no significant differences between the expectations expressed by members of the urban teacher group.

Between-Group Consensus

A comparison of the response distributions of urban parents and teachers showed significantly different expectations on eight of the behavior items. Table IX presents the chi-square values and the level of significance of the differences resulting from this comparison.

TABLE IX

COMPARISON OF EXPECTATIONS OF URBAN PARENTS
AND TEACHERS FOR THE TASK AREA OF
SCHOOL-COMMUNITY RELATIONS

Item	χ^2	Significant Level	Item	χ^2	Significant Level
1.	1.17	N.S.	10.	1.61	N.S.
2.	0.49	N.S.	11.	20.58	<u>.001</u>
3.	17.14	<u>.001</u>	12.	1.25	N.S.
4.	0.99	N.S.	13.	3.07	N.S.
5.	11.07	<u>.01</u>	14.	11.33	<u>.01</u>
6.	2.36	N.S.	15.	2.21	N.S.
7.	23.93	<u>.001</u>	16.	11.55	<u>.01</u>
8.	23.55	<u>.001</u>	17.	1.40	N.S.
9.	7.01	N.S.	18.	18.75	<u>.001</u>

N.S. Not Significant

Urban parents and urban teachers had response distributions which differed significantly on eight items. Seven of these were minor conflicts due to the strength of the expressed expectations and one conflict resulted from expectations expressed in opposite directions.

Urban parents expressed significantly stronger opinions than urban teachers saying the principal should or must: take an active part in promoting sports for the community; take an active part in church activities; and establish a parent-teacher organization. The urban parent sample also

replied more strongly that the principal should not invite parents to his home for social purposes, or develop close friendships with a few of the parents. Urban teachers held stronger expectations than urban parents in the positive direction for two items. They felt more strongly that the principal should maintain a professional attitude towards parents and teachers at all times, and make school facilities available to community groups.

Expectations in different directions were expressed on one item. Urban parents felt the principal should know each parent personally, while urban teachers felt this should not be the case. Major conflict for the role of the urban principal is indicated on behavior items eliciting this type of response patterns.

Within-Group Consensus

The variance scores of urban parents and teachers were investigated to determine the degree of within-group consensus of expectations for these two alter-groups. Table X and XI illustrate the ranked variance scores for urban parents and teachers respectively.

Item 9 showed the lowest degree of within-group consensus for urban parents. Fourteen percent of the respondents reported that the principal absolutely must ignore rumors about the school while 32 percent said he absolutely must not. Fifteen percent believed he preferably should and 15 percent held he preferably should not ignore these rumors. The remaining 24 percent left the behavior decision up to the principal by saying he may or may not do this.

TABLE X

RANKED VARIANCE SCORES OF URBAN PARENTS FOR THE TASK
AREA OF SCHOOL - COMMUNITY RELATIONS

Item	Variance	Rank	Item	Variance	Rank
1.	0.81	5	10.	1.56	16.5
2.	0.90	8	11.	1.00	10
3.	0.81	5	12.	0.81	5
4.	1.10	13	13.	1.06	11.5
5.	0.75	2.5	14.	1.23	15
6.	0.75	2.5	15.	1.56	16.5
7.	1.17	14	16.	0.86	7
8.	0.92	9	17.	0.67	1
9.	2.02	18	18.	1.06	11.5

Other items elicited a low degree of consensus when urban parents could not agree whether the principal should or should not resist efforts of parents to influence school policy, involve parents in decisions about the school, make school facilities available to community groups, or maintain a professional attitude towards parents and teachers at all times. These items were characterized by nearly the same percentage of urban parents saying the principal should or must perform the behavior, as said he should not or must not include this as one of his functions. The urban parent group on this section of the questionnaire had the lowest consensus of expectations of all of the alter-groups sampled.

TABLE XI

RANKED VARIANCE SCORES OF URBAN TEACHERS FOR THE TASK
AREA OF SCHOOL - COMMUNITY RELATIONS

Item	Variance	Rank	Item	Variance	Rank
1.	0.74	10	10.	1.12	17
2.	0.90	11.5	11.	0.41	3
3.	0.30	2	12.	0.90	11.5
4.	1.00	16	13.	0.98	14.5
5.	0.22	1	14.	0.55	4
6.	0.58	7	15.	0.98	14.5
7.	0.64	8	16.	0.56	5.5
8.	0.56	5.5	17.	0.96	13
9.	1.19	18	18.	0.66	9

Table XI shows the ranked variance scores of the ninety-six urban teachers who responded to this questionnaire section. Urban teachers demonstrated a relatively high degree of within-group consensus except on the two items discussed earlier as possibly being ambiguous in their wording. They did not agree as to whether the principal should or should not ignore rumors about the school or involve parents in school decisions.

The analysis of the data presented in this section fails to support the null hypothesis that no significant differences existed between the expectations of urban parents and teachers or between the expectations

expressed by the members of either of the two groups.

IV. SUMMARY AND CONCLUSIONS

This chapter tested the hypotheses outlined in Chapter I for the principal task area of "School - Community Relations." Hypothesis 1 stated that there are no significant differences between the role of the rural principal and the role of the urban principal as defined by the expressed expectations of parents and teachers in these two situations. Using the Kolmogorov - Smirnov two-sample test to compare the expectations of the rural and urban alter-groups this hypothesis was not supported. Major differences in these two roles were found on three behavior items and minor differences existed on eight other items.

Hypothesis 2 stated that there are no significant differences between the expectations expressed by parents and teachers in either of the two situations. The analysis of the data again using the Kolmogorov-Smirnov two-sample test, failed to support this hypothesis. On two behavior items major role conflict was evidenced in the rural situation when the expectations of parents and teachers were expressed in opposite directions. There were also minor conflicts shown on three other items due to the varying strengths of the expressed expectations. In the urban situation there were seven minor conflicts and one major conflict of expectations found between the responses of urban parents and teachers.

Hypothesis 3 suggested that there were no significant differences between the expressed expectations of members of the same alter-group in

the same situation. The variance scores of each group on each item of this section of the questionnaire were used to determine the extent of consensus of expectations within the groups. Relatively low consensus of expectations was found for each group on some of the items dealing with school - community relations. Teachers demonstrated a much greater degree of within-group consensus than did parents in both situations.

Although the null hypotheses were rejected by the data, the proportion of serious conflicts, expectations for the same behavior item expressed in opposite directions, was very low. Few major role differences and serious role conflicts exist for the rural and urban principal on behaviors in the task area of "School - Community Relations."

CHAPTER V

STAFF-PERSONNEL RELATIONS: PRINCIPAL ROLE

An analysis of the expressed expectation of the alter-groups for the principal task area of "Staff-Personnel Relations" is presented in this chapter. The responses to items nineteen to thirty-three of the questionnaire deal with this task area and are summarized in Table XII. In order to test the hypotheses outlined in Chapter I the data are presented under the headings: rural-urban comparison; the rural situation; and the urban situation. The findings are summarized at the end of the chapter.

I. RURAL-URBAN COMPARISON

To test hypothesis 1 which suggested that there were no differences in the roles of the rural and urban principal as defined by parents and teachers the Kolmogorov-Smirnov two-sample test was used to compare the response distributions of these rural and urban alter-groups. The results of this comparison are illustrated in Table XIII. This table shows the chi-square values and the level of significance of the differences found during the analysis of the data. As mentioned in Chapter III significant differences resulting from expectations expressed in opposite directions are discussed as major role differences and significant differences due to the varying strength of the responses are presented as minor differences in the roles of the rural and urban principal.

TABLE XII
RESPONSE DISTRIBUTIONS FOR THE TASK AREA OF
STAFF-PERSONNEL RELATIONS

Item	Group	Responses					N
		AM	PS	MMN	PSN	AMN	
19. Make recommendations for the appointment or dismissal of members of his staff.	R _p	23	50	27	12	5	117
	R _t	14	39	29	9	9	100
	U _p	31	42	11	6	1	91
	U _t	32	41	14	7	2	96
20. Judge and formally evaluate teachers on his staff.	R _p	19	40	27	19	12	117
	R _t	7	26	24	28	15	100
	U _p	26	47	8	6	4	91
	U _t	11	30	24	24	7	96
21. Accept full responsibility for the actions of his staff on school matters.	R _p	41	40	16	14	6	117
	R _t	26	30	33	9	2	100
	U _p	33	38	11	9	0	91
	U _t	39	31	18	6	2	96
22. Be concerned with the actions of his teachers outside of school hours.	R _p	11	31	26	22	27	117
	R _t	2	25	24	35	14	100
	U _p	2	21	20	25	23	91
	U _t	0	11	15	33	37	96
23. Encourage periodic teacher reports on their pupils.	R _p	42	65	10	0	0	117
	R _t	26	54	18	2	0	100
	U _p	31	38	18	3	1	91
	U _t	22	48	19	3	4	96
24. Support the teacher in every case of controversy between parent and teacher.	R _p	5	15	50	22	25	117
	R _t	27	33	37	1	2	100
	U _p	4	20	44	6	17	91
	U _t	24	33	35	2	2	96
25. Involve teachers in most decisions about the school.	R _p	20	67	19	10	1	117
	R _t	18	55	20	6	1	100
	U _p	23	41	20	2	5	91
	U _t	19	48	23	6	0	96

TABLE XII (Continued)

Item	Group	AM	PS	MMN	PSN	AMN	N
26. Assign teachers to classes on his own judgement.	R _p	6	32	45	22	12	117
	R _t	3	18	32	33	14	100
	U _p	11	33	26	11	10	91
	U _t	5	20	29	35	7	96
27. Check to see that teachers are on time.	R _p	55	40	18	3	1	117
	R _t	30	44	19	6	1	100
	U _p	34	35	14	4	4	91
	U _t	9	31	29	20	7	96
28. Insist that teachers prepare lesson plans.	R _p	40	46	25	4	2	117
	R _t	9	18	40	24	9	100
	U _p	33	32	20	1	5	91
	U _t	0	13	29	29	25	96
29. Help teachers decide if a student should pass or fail.	R _p	31	57	17	8	4	117
	R _t	32	42	22	3	1	100
	U _p	34	29	14	6	8	91
	U _t	5	16	32	24	19	96
30. Develop close friendships with a few members of the staff.	R _p	1	4	50	37	25	117
	R _t	0	4	46	31	19	100
	U _p	3	5	46	16	21	91
	U _t	0	1	65	18	12	96
31. Have as his main concern the teaching staff of his school.	R _p	34	35	16	21	11	117
	R _t	18	35	22	18	7	100
	U _p	21	30	15	10	15	91
	U _t	24	32	12	18	10	96
32. Insist that parents bring their complaints to him rather than to the teacher.	R _p	10	28	37	35	7	117
	R _t	7	22	36	24	11	100
	U _p	11	21	22	26	11	91
	U _t	18	26	26	19	7	96
33. Insist that all teachers share supervision responsibilities in halls and on the grounds.	R _p	69	43	4	1	0	117
	R _t	51	37	10	1	1	100
	U _p	46	36	7	0	2	91
	U _t	27	37	23	6	3	96

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not

PSN - Preferably Should Not, AMN - Absolutely Must Not.

On eight of the fifteen items of the questionnaire dealing with this task area no significant differences were found between the response distributions of the rural and urban alter-groups. The members of the four alter-groups felt the principal, whether rural or urban, should: accept full responsibility for the actions of his staff on school matters; encourage periodic teacher reports on their pupils; involve teachers in most decisions about the school; and have as his main concern the teaching staff of his school. There was also general agreement that the principal should not develop close friendships with a few members of his staff.

For two other items eliciting general agreement the respondents felt that the principal may or may not assign teachers to classes on his own judgement and insist that parents bring their complaints to him rather than to the teacher. Principals in both situations were given some freedom of behavior on both of these items.

One item of this section of the questionnaire elicited positive responses from teachers in both situations and negative responses from parents in both situations. Teachers felt the principal should support the teacher in every case of controversy between parents and teachers, whereas parents said this support should not always be given to teachers.

As for the previously discussed task area, parents and teachers did not agree on which behavior items the roles of the rural and urban principal should differ. Rural parents expressed significantly different expectations than urban parents on only one item. This difference was due to the varying strengths of the expectations when urban parents re-

TABLE XIII

RURAL-URBAN COMPARISON OF EXPECTATIONS FOR THE
TASK AREA OF STAFF-PERSONNEL RELATIONS

Item	Compared Groups	χ^2	Significant Level	Item	Compared Groups	χ^2	Significant Level
19.	R _p -Up R _t -Ut	6.51 10.40	N.S. <u>.05</u>	27.	R _p -Up R _t -Ut	1.91 20.48	N.S. <u>.001</u>
20.	R _p -Up R _t -Ut	18.17 2.25	<u>.001</u> N.S.	28.	R _p -Up R _t -Ut	0.29 10.59	N.S. <u>.05</u>
21.	R _p -Up R _t -Ut	1.58 5.61	N.S. N.S.	29.	R _p -Up R _t -Ut	2.42 53.23	N.S. <u>.001</u>
22.	R _p -Up R _t -Ut	2.42 11.80	N.S. <u>.01</u>	30.	R _p -Up R _t -Ut	3.11 6.89	N.S. N.S.
23.	R _p -Up R _t -Ut	5.00 0.98	N.S. N.S.	31.	R _p -Up R _t -Ut	1.03 0.96	N.S. N.S.
24.	R _p -Up R _t -Ut	4.54 0.08	N.S. N.S.	32.	R _p -Up R _t -Ut	0.76 5.55	N.S. N.S.
25.	R _p -Up R _t -Ut	1.37 0.20	N.S. N.S.	33.	R _p -Up R _t -Ut	1.45 10.25	N.S. <u>.05</u>
26.	R _p -Up R _t -Ut	5.16 0.88	N.S. N.S.				

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

N.S. - Not Significant.

sponded significantly more positive saying the principal must judge and formally evaluate teachers on his staff. Rural parents although expressing positive expectations, were much less insistent with respect to this behavior item. These expectations represented only minor differences in the defined roles of the rural and urban principal.

Teachers in the rural situations had response distributions which differed significantly from those of urban teachers on six items. Five of these differences resulted from the varying strength of expressed expectations.

Rural teachers were more in favor of the principal insisting that student supervision responsibilities be shared by all teachers and checking to see that the teachers are on time. Urban teachers expressed significantly stronger expectations that the principal should make recommendations for the appointment and dismissal of staff members, and that the principal should not concern himself with the actions of his staff outside of school hours, or insist that teachers prepare lesson plans.

Expectations in opposite directions resulted among teachers when rural teachers said the principal should help teachers decide if a student should pass or fail, whereas urban teachers did not want this help.

This task area was characterized by a relatively low number of conflicts resulting from expectations in opposite directions. There was only one behavior item which elicited opposite responses from the same rural and urban alter-group indicating very little role differences in the two situations for the task area of "Staff-Personnel Relations." This one difference is sufficient, however, to reject the null hypothesis stated at the beginning of this section.

Mean Responses of the Alter-Groups

Table XIV shows the ranked mean scores of the alter-groups for the task area of "Staff-Personnel Relations." An investigation of these ranked mean scores indicate which of the behavior items received the strongest responses. The high and low ranking means are both of significance.

TABLE XIV
RANKED MEAN SCORES OF THE ALTER-GROUPS FOR THE TASK
AREA OF STAFF-PERSONNEL RELATIONS

Item	R _p	R _t	U _p	U _t	R _p	R _t	U _p	U _t
19.	2.37	2.60	1.95	2.02	8	8	2	2
20.	2.70	3.18	2.07	2.85	10	12	7	10
21.	2.18	2.31	1.96	1.97	6	7	3.5	1
22.	3.20	3.34	3.51	4.00	13	13	14	15
23.	1.73	1.96	1.96	2.16	2	2	3.5	3
24.	3.40	2.18	3.13	2.22	14	6	13	6
25.	2.19	2.17	2.18	2.17	7	5	8.5	4
26.	3.02	3.37	2.74	3.20	12	14	11	11
27.	1.76	2.04	2.00	2.84	3	4	5	9
28.	1.99	3.06	2.04	3.69	4	10	6	14
29.	2.12	1.99	2.18	3.38	5	3	8.5	12
30.	3.69	3.65	3.52	3.43	15	15	15	13
31.	2.49	2.61	2.65	2.56	9	9	10	7
32.	3.01	3.10	3.05	2.70	11	11	12	8
33.	1.46	1.64	1.64	2.18	1	1	1	5

R_p- Rural Parent R_t- Rural Teacher - U_p- Urban Parent - U_t- Urban Teacher

The four alter-groups were most strongly in favor of the principal insisting teachers share student supervision, responsibilities, encouraging periodic teacher reports on their students, and accepting full responsibility for the actions of his teachers during school hours.

The members of the alter-groups sampled strongly agreed that the principal should not or must not develop close friendships with a few of the staff members, or be concerned with the actions of his teachers outside of school hours. The total responses to the remaining items tended to express weaker expectations in the positive or negative direction or to indicate the may or may not response category.

LL. THE RURAL SITUATION

This section presents an analysis of the data dealing with the role of the rural principal on staff-personnel relations as defined by rural parents and teachers. The consensus of expectations between these two groups and the consensus within the groups themselves were investigated.

Between-Group Consensus

Hypothesis 2.1 suggested there were no significant differences between the expectations expressed by rural parents and rural teachers. By comparing the response distributions of these two groups using the Kolmogorov-Smirnov two-sample test significant differences were found for two items. Table XV shows the results of this test.

TABLE XV

COMPARISON OF EXPECTATIONS OF RURAL PARENTS AND TEACHERS
FOR THE TASK AREA OF STAFF-PERSONNEL RELATIONS

Item	χ^2	Significant Level	Item	χ^2	Significant Level
19.	1.90	N.S.	27.	6.24	N.S.
20.	6.55	N.S.	28.	46.64	<u>.001</u>
21.	3.78	N.S.	29.	0.84	N.S.
22.	1.78	N.S.	30.	0.19	N.S.
23.	2.83	N.S.	31.	2.64	N.S.
24.	39.70	<u>.001</u>	32.	0.54	N.S.
25.	0.12	N.S.	33.	1.37	N.S.
26.	6.94	N.S.			

N.S. - Not Significant

There were only two items which elicited responses from rural teachers and rural parents which were significantly different. These differences, however, are important for they both represent serious role conflict since they resulted from expectations in opposite directions.

Rural parents felt that the principal should not support the teacher in every case of controversy between parent and teacher; whereas the teachers felt this must be the case. Rural parents also expressed strong expectations that the principal should insist that teachers pre-

pare lesson plans, while rural teachers felt the principal should not do this.

There were no items on this section which showed less serious role conflict due to varying strengths of expectations, however hypothesis 2.1 is rejected on the basis of the previously discussed data.

Within-Group Consensus

The variance scores were used as a measure of the consensus of expectations within a group. Table XVI shows the ranked variance scores of rural parents on this section of the questionnaire. The high ranking variance scores illustrate those items with low within-group consensus.

TABLE XVI
RANKED VARIANCE SCORES OF RURAL PARENTS FOR THE TASK
AREA OF STAFF - PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
19.	1.08	8.5	27	0.75	4
20.	1.46	13	28.	0.85	6
21.	1.39	12	29.	0.98	7
22.	1.72	14	30.	0.76	5
23.	0.37	1.5	31.	1.74	15
24.	1.19	11	32.	1.12	10
25.	0.72	3	33.	0.37	1.5
26.	1.08	8.5			

The rural parent group showed a relatively low degree of within-group consensus on five of the items in this section of the questionnaire. Item 31 had the lowest consensus of expectations for rural parents. They were not agreed as to whether or not the principal should have the teaching staff as his main concern. Fifty-eight percent responded that the principal should or must do this while 28 percent said the principal should not have the teaching staff as his main concern.

As well, rural parents did not agree as to whether the principal should or should not: judge and formally evaluate teachers on his staff; accept full responsibility for the actions of his staff on school matters; be concerned with the actions of his teachers outside of school hours; or support the teacher in every case of controversy between parents and teachers. Responses to these items ranged from absolutely must to absolutely must not, with the largest number of responses falling in the central categories indicating unsure or weaker expectations.

Table XVII illustrates the ranked variance scores of rural teachers for the task area of staff-personnel relations. As a group, rural teachers demonstrated far less within-group consensus for the task area of staff personnel relations than they showed for the task area of school-community relations. The five items eliciting lowest consensus responses from this alter-group asked whether the principal should or should not: judge and formally evaluate teachers on his staff; have the teaching staff as his main concern; make recommendations for the appointment or dismissal of staff members; insist that parents' complaints go

TABLE XVII

RANKED VARIANCE SCORES OF RURAL TEACHERS FOR THE TASK
AREA OF STAFF - PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
19.	1.23	13	27.	0.81	6
20.	1.39	15	28.	1.14	11
21.	1.04	8	29.	0.76	5
22.	1.12	10	30.	0.69	3.5
23.	0.52	1	31.	1.37	14
24.	0.83	7	32.	1.17	12
25.	0.69	3.5	33.	0.61	2
26.	1.06	9			

to him rather than to the teacher; and insist that teachers prepare lesson plans.

The relatively low amount of within-group consensus demonstrated by the rural alter-groups for the task area of staff-personnel relations leads to the rejection of hypothesis 3.1 and hypothesis 3.2. Significant differences were found between the expectations of members of the rural parent and rural teacher groups.

Even with the low degree of consensus evidenced by the rural alter-groups, they showed higher within-group consensus than did either of urban alter-groups on this task area.

III. THE URBAN SITUATION

The response distribution of the urban alter-groups are investigated in this section. The analysis is presented to test hypotheses 2.2, 3.3 and 3.4 suggesting that there are no significant differences between the expectations of urban parents and teachers or between the expectations expressed by the members of either of these groups. These hypotheses are tested in two sections: between-group consensus; and within-group consensus.

Between-Group Consensus

Table XVIII presents the chi-square values and the level of significance of the differences found by comparing the response distributions of the two urban alter-groups. This comparison was made using the Kolmogorov-Smirnov two-sample test to test hypothesis 2.2: there are no significant differences between the expectations expressed by urban parents and urban teachers.

The two alter-groups sampled in this situation differed significantly on eight items. Four of these differences were due to the respective strengths of expressed expectations, while the other four differences resulted from responses in opposite directions.

Urban parents were stronger in their positive responses than urban teachers on three items. They felt the principal should or must judge and formally evaluate teachers on his staff, check to see that teachers are on time, and insist that all teachers share supervision responsibilities in

TABLE XVIII

COMPARISON OF EXPECTATIONS OF URBAN PARENTS AND TEACHERS
FOR THE TASK AREA OF STAFF-PERSONNEL RELATIONS

Item	χ^2	Significant Level	Item	χ^2	Significant Level
19.	0.33	N.S.	27.	21.80	<u>.001</u>
20.	26.29	<u>.001</u>	28.	62.62	<u>.001</u>
21.	0.49	N.S.	29.	41.91	<u>.001</u>
22.	7.60	<u>.05</u>	30.	2.09	N.S.
23.	2.32	N.S.	31.	0.69	N.S.
24.	20.35	<u>.001</u>	32.	3.44	N.S.
25.	0.56	N.S.	33.	10.27	<u>.05</u>
26.	9.30	<u>.05</u>			

N.S. - Not Significant

halls and on school grounds. Urban teachers also responded positively to these items but did so to a lesser degree than did the urban parent group. Urban teachers were more strongly agreed than urban parents that the principal must not be concerned with the actions of his teachers outside of school hours.

Urban teachers felt the principal should not: assign teachers to classes on his own judgement; insist that teachers prepare lesson plans; or help teachers decide if a student should pass or fail. Urban parents responded negatively to the item suggesting that the principal support the

teacher in every case of controversy between parent and teacher. Urban teachers responded positively to this item. Expectations in opposite directions such as those presented here, present serious conflict for the urban principal for these behaviors.

The response distributions to the four items eliciting expectations in opposite directions, led to the rejection of the null hypothesis suggesting no significant differences between the expectations of urban parents and teachers.

Within-Group Consensus

In order to test hypotheses 3.3 and 3.4, postulating no significant difference between the expressed expectations of the members of the urban parent or urban teacher groups, the variance scores of each group on each item of the questionnaire were calculated. The variance score indicates the extent of variation of the responses within a group. Table XIX shows the ranked variance scores of urban parents for the task area of staff-personnel relations.

A relatively low degree of consensus was found for urban parents on "Staff - Personnel Relations." This lack of consensus is more in terms of the varying strengths than in terms of the direction of expressed expectations.

The least amount of consensus for urban parents was found on item 31, "Have as his main concern the teaching staff of his school." Fifty-eight percent of the respondents felt the principal should or must have

TABLE XIX

RANKED VARIANCE SCORES OF URBAN PARENTS FOR THE TASK
AREA OF STAFF - PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
19.	0.83	3	27.	1.10	8
20.	1.02	6	28.	1.12	9
21.	0.88	4	29.	1.56	14
22.	1.35	11.5	30.	1.02	6
23.	0.77	2	31.	1.90	15
24.	1.19	10	32.	1.49	13
25.	1.02	6	33.	0.66	1
26.	1.35	11.5			

his teachers as his main concern, while 26 percent felt he should not or must not do this.

Low consensus scores were also evident for the behaviors represented by four other items. Most of the urban parents felt that the principal should help teachers decide if a student should pass or fail but enough disagreed with this behavior to prevent group consensus. For items 26 and 32 the responses of the urban parents were spread over all of the response categories. They did not agree as to whether the principal should or should not assign teachers to classes on his own judgement or insist that parents bring their complaints to him rather than to the teacher. A majority of the urban parents felt that the principal should not be con-

cerned with the actions of his teachers outside of school hours, but enough responded that he should do this to prevent a high consensus of opinion on this behavior item.

Table XX shows the ranked variance scores of urban teachers for this task area.

TABLE XX

RANKED VARIANCE SCORES OF URBAN TEACHERS FOR THE TASK
AREA OF STAFF - PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
19.	0.96	5	27.	1.17	11
20.	1.30	13	28.	1.00	6.5
21.	1.04	9.5	29.	1.28	12
22.	1.00	6.5	30.	0.52	1
23.	0.90	4	31.	1.74	15
24.	0.85	3	32.	1.42	14
25.	0.66	2	33.	1.02	8
26.	1.04	9.5			

The lowest amount of within-group consensus among urban teachers was elicited by item 31. Along with the other alter-groups this group did not agree as to whether the principal should or should not have the teaching staff as his main concern.

Urban teachers, as well, were not agreed upon such principal behaviors as: having parents bring their complaints to him rather than to the teacher; judging and formally evaluating his staff members; or helping the teacher decide if a student should pass or fail. Disagreement was also evident in the urban teacher responses to item 27. Forty-two percent of this group felt the principal should or must check to see that teachers are on time, 31 percent felt he may or may not do this, and 29 percent said he should not or must not perform this function. Where there exists lack of agreement on principal behaviors within an alter-group such as illustrated here any behavior of the principal on such functions will result in role conflict.

The analysis of the data presented in this section fails to support the null hypotheses stated in Chapter 1. Significant differences were found both between alter-groups in the urban situation and within these groups.

IV. SUMMARY AND CONCLUSIONS

This chapter presented the analysis of the data on the principal task area of "Staff - Personnel Relations." The null hypotheses as stated in Chapter 1 were tested during this analysis and were not supported.

Minor differences in the roles of the rural and urban principal were found for six items as defined by parents and teachers in each situation. Only one item elicited responses which indicated major differences in these two roles. Rural teachers felt the principal should help teachers

decide if a student should pass or fail, while urban teachers said this should not be the case. This task area was characterized by very few differences being defined for the roles of the rural and urban principal, however, one major difference in these roles is sufficient to reject the null hypothesis.

Hypothesis 2 stated that there were no significant difference between the expectations of parents and teachers in either situation. In the rural situation parents and teachers were found to express significantly different expectations on two items. Both of these differences were due to responses in opposite directions and therefore represent serious role conflict for the rural principal.

A relatively high proportion of serious role conflict was evidenced in the urban situation for this task area. Urban parents and teachers expressed expectations in opposite directions on four items. Hypothesis 2 was rejected on the basis of these findings.

All four alter-groups demonstrated low within-group consensus for the task area of "Staff - Personnel Relations." Principal behaviors in this area are met with ambivalent expectations by both parents and teachers. Some of the low within-group consensus was due to varying strengths of the responses, however, enough items elicited responses in both the positive and negative directions to indicate potentially serious role conflict for the principal in both situations. Hypothesis 3 was rejected because of these ambivalent expectations expressed by members of the same group.

For this task area the major differences of expectations were found to exist between parents and teachers within the same situation. There was relatively few differences evident between the roles of the principal in the urban and rural situation.

CHAPTER VI

PUPIL - PERSONNEL RELATIONS: PRINCIPAL ROLE

This chapter presents the analysis of the data for the principal task area of "Pupil - Personnel Relations." The responses to items thirty-four to fifty of the questionnaire deal with this task area and are summarized in Table XXI. In order to test the hypotheses presented in Chapter 1 for this principal task area the data is presented under the following headings: rural-urban comparison; the rural situation; and the urban situation. A summary is also presented at the end of the chapter.

I. RURAL-URBAN COMPARISON

Hypothesis 1 stated that there are no significant differences between the role of the rural principal and the role of the urban principal as defined by parents and teachers in these two situations. To test this hypothesis the cumulative frequency distributions of the rural and urban alter-groups were compared using the Kolmogorov-Smirnov two-sample test. Table XXII shows the results of this test. Only those differences significant at the .05 level or beyond were considered.

For nine of the items dealing with pupil-personnel relations no significant differences were found between the expressed expectations of the rural and urban alter-groups. The members of all four alter-groups agreed that the principal should: suspend students for objectionable behavior in school; have as his main concern the students of his school; and establish policies concerning student behavior on school buses.

TABLE XXI
RESPONSE DISTRIBUTIONS FOR THE TASK AREA OF
PUPIL-PERSONNEL RELATIONS

Item	Group	AM	PS	MMN	PSN	AMN	N
34. Attempt to exercise control over student behavior outside of school.	R _p	1	15	21	42	38	117
	R _t	1	5	30	45	19	100
	U _p	3	7	20	27	33	91
	U _t	2	9	30	28	27	96
35. Suspend students for objectionable behavior in school.	R _p	25	53	34	3	2	117
	R _t	42	43	14	0	1	100
	U _p	30	29	24	7	1	91
	U _t	54	27	14	0	1	96
36. Suspend students who do little work and neglect assignments in school.	R _p	1	46	52	14	4	117
	R _t	16	55	24	5	0	100
	U _p	13	45	20	9	4	91
	U _t	30	47	16	1	2	96
37. Exercise control over the students' dress at school.	R _p	5	43	35	21	13	117
	R _t	8	50	38	4	0	100
	U _p	16	47	23	2	3	91
	U _t	27	46	13	10	0	96
38. Make regulations abolishing the use of physical punishment in the school.	R _p	5	24	45	32	11	117
	R _t	0	16	48	29	7	100
	U _p	18	19	34	14	6	91
	U _t	8	27	37	12	12	96
39. Allow students to participate in community activities during school hours.	R _p	4	7	33	52	21	117
	R _t	2	2	33	38	25	100
	U _p	2	14	39	20	16	91
	U _t	2	11	43	27	13	96
40. Organize students to participate in community activities outside the school.	R _p	4	26	64	21	2	117
	R _t	0	16	59	18	7	100
	U _p	3	22	49	17	0	91
	U _t	3	15	56	16	6	96
41. Organize conferences between parents and teachers to discuss the students' progress.	R _p	37	64	15	1	0	117
	R _t	32	56	11	1	0	100
	U _p	32	42	12	3	2	91
	U _t	13	43	34	4	2	96

TABLE XXI (Continued)

Item	Group	AM	PS	Expectations			N
				MMN	PSN	AMN	
42. Organize conferences with parents and students to discuss the life work plans of the student.	R _p	8	48	44	13	4	117
	R _t	11	42	42	3	2	100
	U _p	14	50	19	3	5	91
	U _t	10	33	44	5	4	96
43. Organize students to collect money for charity purposes.	R _p	1	3	54	32	27	117
	R _t	1	4	47	29	19	100
	U _p	0	13	42	19	17	91
	U _t	0	4	39	34	19	96
44. Handle all of the student discipline in the school.	R _p	18	26	31	35	7	117
	R _t	9	16	21	38	16	100
	U _p	13	22	28	24	4	91
	U _t	4	14	28	33	17	96
45. Have as his main concern the students of his school.	R _p	55	54	4	3	1	117
	R _t	39	47	11	3	0	100
	U _p	44	35	8	3	1	91
	U _t	50	30	10	5	1	96
46. Refuse to allow students to take courses in which he feels they will have little success.	R _p	5	35	36	31	10	117
	R _t	8	39	34	18	1	100
	U _p	6	21	29	23	12	91
	U _t	1	34	37	20	4	96
47. Consider parent-pupil preferences over staff judgements in deciding courses.	R _p	14	43	34	21	5	117
	R _t	3	24	38	28	7	100
	U _p	11	26	32	15	7	91
	U _t	3	16	30	29	18	96
48. Establish policies concerning student behavior on school buses.	R _p	36	44	21	12	4	117
	R _t	32	40	18	9	1	100
	U _p	38	40	7	2	4	91
	U _t	39	40	9	8	0	96
49. Allow teachers to keep students after school for punishment.	R _p	2	27	40	22	26	117
	R _t	6	30	50	10	4	100
	U _p	19	44	19	3	6	91
	U _t	33	36	25	1	1	96
50. Personally counsel students.	R _p	19	56	31	6	5	117
	R _t	24	37	33	6	0	100
	U _p	12	30	38	6	5	91
	U _t	1	28	50	14	3	96

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher
 AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not
 PSN - Preferably Should Not, AMN - Absolutely Must Not.

The rural and urban alter-groups also agreed that their school principal should not: attempt to exercise control over student behavior outside of school; or organize students to collect money for charity purposes.

On the four other items, which showed no significant differences between the rural and urban alter-groups, ambivalent expectations were expressed in each situation. Rural and urban parents agreed that the principal should: organize students to participate in community activities outside the school; handle all student discipline in the school; and consider parent-pupil preferences over staff judgements in deciding student's courses. Rural and urban parents agreed that the principal should not do this. Teachers in both situations felt the principal should refuse to allow students to take courses in which he feels they will have little success. Parents responded negatively to this behavior item. The response distributions to these four items indicate serious role conflict for the principal but do not illustrate differences in the roles of the rural and urban principal as defined by the expectations of parents and teachers in each situation.

Table XXII shows that the expectations of rural parents differed significantly from those of urban parents on five items. On four of these items the difference was due to the varying strengths of the expressed expectations thus, representing minor role differences between roles of the urban and rural principal. Urban parents expressed stronger positive expectations that the principal should: suspend students who do little work

TABLE XXII

RURAL-URBAN COMPARISON OF EXPECTATIONS FOR THE
TASK AREA OF PUPIL-PERSONNEL RELATIONS

Item	Compared Groups	χ^2	Significant Level	Item	Compared Groups	χ^2	Significant Level
34.	R _p -U _p R _t -U _t	0.36 1.63	N.S. N.S.	43.	R _p -U _p R _t -U _t	2.42 1.02	N.S. N.S.
35.	R _p -U _p R _t -U _t	2.75 3.98	N.S. N.S.	44.	R _p -U _p R _t -U _t	0.54 0.77	N.S. N.S.
36.	R _p -U _p R _t -U _t	11.37 4.56	<u>.01</u> N.S.	45.	R _p -U _p R _t -U _t	0.83 3.35	N.S. N.S.
37.	R _p -U _p R _t -U _t	16.29 7.94	<u>.001</u> <u>.05</u>	46.	R _p -U _p R _t -U _t	0.44 2.18	N.S. N.S.
38.	R _p -U _p R _t -U _t	5.16 8.20	N.S. <u>.05</u>	47.	R _p -U _p R _t -U _t	1.33 3.82	N.S. N.S.
39.	R _p -U _p R _t -U _t	10.69 8.92	<u>.01</u> <u>.05</u>	48.	R _p -U _p R _t -U _t	6.16 2.08	N.S. N.S.
40.	R _p -U _p R _t -U _t	0.07 0.19	N.S. N.S.	49.	R _p -U _p R _t -U _t	40.44 25.22	<u>.001</u> <u>.001</u>
41.	R _p -U _p R _t -U _t	0.15 17.24	N.S. <u>.001</u>	50.	R _p -U _p R _t -U _t	6.60 18.58	N.S. <u>.001</u>
42.	R _p -U _p R _t -U _t	10.33 1.32	<u>.05</u> N.S.				

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher
N.S. - Not Significant.

and neglect assignments; exercise control over the dress of students at school; and organize conferences with parents and students to discuss the life work plans of the student. Rural parents also responded positively to these items but to a significantly lesser degree.

Rural parents expressed significantly stronger negative expectations for item 39 saying the principal should not allow students to participate in community activities during school hours.

Only one item in this task area elicited responses in opposite directions from rural and urban parents indicating a major difference in the roles of the respective principals. Rural parents responded that the principal should not allow teachers to keep students after school for punishment. Urban parents responded positively to this behavior item.

Rural and urban teachers had response distributions which differed significantly on six items. Five of these differences resulted from the varying strengths of the expressed expectations and one resulted from expectations expressed in opposite directions.

Urban teachers expressed stronger positive expectations than rural teachers on two items. They felt the principal must exercise control over students' dress at school, and allow teachers to keep students after school for punishment. Rural teachers responded more positively saying the principal must or should organize conference between parents and teachers to discuss the students' progress and personally counsel students.

Both teacher groups responded negatively to item 39. However, rural teachers again expressed significantly stronger expectations with 63 percent saying the principal should not or must not allow students to participate in community activities during school hours, while only 42 percent of the urban parents responded in these two categories.

Item 38 elicited responses in opposite directions from rural and urban teachers. Rural teachers felt that the principal should not make regulations abolishing the use of physical punishment in the school. Urban teachers felt these regulations should be made. The responses to this item indicated a major difference between the roles of rural and urban principals as seen by teachers.

Mean Response of the Alter-Groups

Table XXIII shows the ranked mean scores of the four alter-groups for the task area of "Pupil-Personnel Relations." An investigation of these scores leads to an understanding of which behaviors of the principal were felt to be most necessary and which functions the principal should not perform.

The strongest over-all positive responses were elicited by item 45; have as his main concern the students of his school. Eighty-eight percent of all of the respondents said that the principal should or must have students as his main concern. The sample alter-groups also felt the principal should or must suspend students for objectionable behavior in school; establish policies concerning student behavior on school buses; and organize conferences with parents and teachers to discuss the student's progress.

Strong negative opinions were expressed for the behaviors represented by three of the behavior items. In the opinion of rural and urban parents and teachers, principals should not attempt to exercise control

TABLE XXIII

RANKED MEAN SCORES OF THE ALTER-GROUPS FOR THE TASK
AREA OF PUPIL-PERSONNEL RELATIONS

Item No.	R _p	R _t	U _p	U _t	R _p	R _t	U _p	U _t
34.	3.86	3.76	3.92	3.72	17	16	17	17
35.	2.18	1.75	2.12	1.61	3.5	1	4	1
36.	2.78	2.18	2.41	1.94	8	5	8	4
37.	2.95	2.38	2.22	2.06	11	7	5	6
38.	3.17	3.27	2.68	2.93	13	13	10	11
39.	3.68	3.82	3.37	3.40	15	17	15	13
40.	2.92	3.16	2.88	3.07	10	12	13	12
41.	1.83	1.81	1.91	2.36	2	3	3	7
42.	2.63	2.43	2.29	2.58	6	8	7	8
43.	3.69	3.61	3.44	3.71	16	15	16	16
44.	2.89	3.36	2.82	3.47	9	14	12	15
45.	1.64	1.78	1.70	1.72	1	2	1	2
46.	3.05	2.65	3.15	2.92	12	9	14	10
47.	2.66	3.12	2.79	3.45	7	11	11	14
48.	2.18	2.07	1.84	1.85	3.5	4	2	3
49.	3.37	2.76	2.26	1.97	14	10	6	5
50.	2.33	2.21	2.58	2.90	5	6	9	9

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

over student behavior outside of school, allow students to participate in community activities during school hours, or organize students to collect money for charity purposes. These were the only items on which all four groups expressed negative expectations.

II. THE RURAL SITUATION

In order to test hypotheses 2.1, 3.1 and 3.2, dealing with the between and within-group consensus in the rural situation, the significant differences between response distributions of the rural alter-groups are investigated in this section.

Between-Group Consensus

Hypothesis 2.1 suggested that there were no significant differences between the expectations of rural parents and teachers. Using the Kolmogorov-Smirnov two-sample test to compare the cumulative response distributions of these two groups significant differences were found on five items. Table XXIV shows the results of this comparison.

There was a significant difference between the expectations of rural parents and teachers in five items. On three of these items the difference was due to the strength of the expressed expectations, while on the other two items the expectations of the groups differed in direction. Rural teachers expressed significantly stronger positive expectations saying the principal should or must suspend students for objectionable behavior, for not doing their assignments, and for doing little work. Rural parents

TABLE XXIV

COMPARISON OF EXPECTATIONS OF RURAL PARENTS AND TEACHERS
FOR THE TASK AREA OF PUPIL-PERSONNEL RELATIONS

Item	χ^2	Significant Level	Item	χ^2	Significant Level
34.	3.92	N.S.	43.	0.36	N.S.
35.	9.18	<u>.05</u>	44.	7.07	N.S.
36.	20.50	<u>.001</u>	45.	1.38	N.S.
37.	13.54	<u>.01</u>	46.	5.55	N.S.
38.	1.66	N.S.	47.	10.17	<u>.05</u>
39.	1.07	N.S.	48.	0.29	N.S.
40.	2.00	N.S.	49.	15.75	<u>.001</u>
41.	0.06	N.S.	50.	1.30	N.S.
42.	1.96	N.S.			

N.S. - Not Significant

were less forceful in their responses but still responded positively to these items. Rural teachers also expressed more positive expectations that the principal should exercise control over students' dress at school.

Serious conflict of expectations was shown for items 47 and 49, where the expressed expectations took opposite directions. Rural parents felt that the principal should consider parent-pupil preferences over staff judgements in deciding what courses a student should take, and that principals should not allow teachers to keep students after

school for punishment. The expectations of the rural teachers were in the opposite direction.

The null hypothesis 2.1 was rejected for this task area on the basis of the significant differences found between the expressed expectations of rural parents and rural teachers.

Within-Group Consensus

The variance scores were used to determine which items elicited the most conflicting responses from the members of an alter-group. Table XXV presents the variance scores for rural parents on the task area of pupil-personnel relations.

The variance scores of rural parents ranged from 0.45 on item 41 to 1.37 on item 44. The within-group consensus varies inversely with the variance scores. That is, highest within-group consensus is demonstrated on those items with the lowest variance scores.

The rural parent responses to item 44 were spread over the total response range. Thirty-seven percent of this group felt that the principal should or must handle all the student discipline in the school, while 36 percent said he should not or must not do this. The remaining responses were in the may or may not category. Other items also showed a low degree of consensus. Rural parents were not completely agreed as to whether the principal should or should not allow teachers to keep students after school for punishment, exercise control over students' dress at school, establish policies concerning student behavior on school buses.

TABLE XXV

RANKED VARIANCE SCORES OF RURAL PARENTS FOR THE TASK AREA OF PUPIL - PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
34.	1.08	12	43.	0.77	6
35.	0.72	5	44.	1.37	17
36.	0.64	4	45.	0.53	2
37.	1.17	14.5	46.	1.08	12
38.	1.00	10	47.	1.08	12
39.	0.90	8.5	48.	1.17	14.5
40.	0.61	3	49.	1.23	16
41.	0.45	1	50.	0.90	8.5
42.	0.79	7			

The responses, however, tended to be positive for both of these last two items.

Table XXVI illustrates the ranked variance scores of rural teachers for this task area.

The rural teacher group was characterized by a high degree of within-group consensus on the items dealing with "Pupil-Personnel Relations." The variance scores for this group ranged from 0.44 on the high consensus item 41, "Organize conferences between parents and teachers to discuss the student's progress," to 1.41 on the low consensus item 44, "Handle all student discipline in the school."

TABLE XXVI

RANKED VARIANCE SCORES OF RURAL TEACHERS FOR THE TASK
AREA OF PUPIL - PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
34.	0.72	9	43.	0.76	11
35.	0.59	5.5	44.	1.42	17
36.	0.56	3	45.	0.58	4
37.	0.48	2	46.	0.81	13.5
38.	0.66	8	47.	0.90	15
39.	0.81	13.5	48.	0.94	16
40.	0.59	5.5	49.	0.75	10
41.	0.44	1	50.	0.77	12
42.	0.64	7			

For the low consensus item, 35 percent of the respondents said the principal must or should handle all of the school discipline, while 28 percent said he may or may not, and 28 percent of the rural teachers said he should not or must not do this.

The variance scores indicated a fairly high degree of conflict of expectations within the rural parent group and only one item with seriously conflicting expectations expressed by rural teachers. Hypotheses 3.1 and 3.2 are nevertheless rejected on the basis of these findings since they postulated no conflict of expectations.

III. THE URBAN SITUATION

The response distributions of urban parents and urban teachers are investigated in this section. The data were analyzed to test hypotheses 2.2, 3.3, and 3.4 which postulated no significant differences between the expressed expectations of the two urban alter-groups or between the expectations expressed by members within either of these groups.

Between-Group Consensus

The results of the statistical comparison of the response distributions of urban parents and teachers are illustrated in Table XXVII. The response distributions of urban parents differed significantly from that of urban teachers on five items. Three of these differences resulted from the varied strength of the expectations while the other two differences resulted from the opposing directions of the responses.

Urban teachers felt very strongly that the principal must suspend students exhibiting objectionable behavior in school, whereas urban parents were less forceful in their responses to this item. On the other hand, urban parents replied with stronger positive expectations than urban teachers saying that principals should or must organize parent-teacher conferences to discuss the progress of the student and also confer with parents and students about the life-work of the student.

When asked if they felt principals should or should not handle all the student discipline in the school, and consider parent-pupil

TABLE XXVII

COMPARISON OF EXPECTATIONS OF URBAN PARENTS AND TEACHERS
FOR THE TASK AREA OF PUPIL-PERSONNEL RELATIONS

Item	χ^2	Significant Level	Item	χ^2	Significant Level
34.	1.63	N.S.	43.	4.58	N.S.
35.	10.13	<u>.05</u>	44.	8.49	<u>.05</u>
36.	5.38	N.S.	45.	0.26	N.S.
37.	2.08	N.S.	46.	3.39	N.S.
38.	2.45	N.S.	47.	11.48	<u>.01</u>
39.	0.31	N.S.	48.	0.36	N.S.
40.	1.42	N.S.	49.	3.40	N.S.
41.	9.87	<u>.05</u>	50.	4.75	N.S.
42.	12.19	<u>.01</u>			

N.S. - Not Significant

preferences over staff judgements in deciding what courses a student should take, urban parents responded positively and urban teachers responded negatively. The basis for serious role conflict for the principal is obvious for these two behaviors. Hypothesis 2.2 was rejected on the basis of these data.

Within-Group Consensus

The variance scores of the urban alter-groups were used to determine the degree of within-group consensus. Table XXVIII shows the

TABLE XXVIII
RANKED VARIANCE SCORES OF URBAN PARENTS FOR THE TASK
AREA OF PUPIL-PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
34.	1.28	16	43.	0.90	5.5
35.	0.98	9.5	44.	1.23	14
36.	0.98	9.5	45.	0.72	2
37.	0.76	3	46.	1.25	15
38.	1.32	17	47.	1.19	13
39.	1.02	11	48.	0.96	7.5
40.	0.53	1	49.	1.08	12
41.	0.81	4	50.	0.96	7.5
42.	0.90	5.5			

variance scores of urban parents on items thirty-four through fifty which deal with the task area of "Pupil-Personnel Relations."

Urban parents showed the most variations in their responses to item 38 which asked whether the principal should or should not make regulations abolishing the use of physical punishment in the school. The responses to this item were very nearly evenly distributed over the total possible response range.

Behaviors, other than that represented by item 38, which also showed a relatively low degree of within-group consensus for urban par-

ents asked whether the principal should or should not: attempt to exercise control over student behavior outside of school, where the majority of the responses were in the negative direction but complete consensus was lacking; refuse to allow students to take courses in which he feels they will have little success, where most of the respondents checked the central categories; handle all the student discipline in the school, where the responses were spread over all response categories; and consider parent-pupil preferences over staff judgements in deciding what courses a student should take, where most of the responses ranged from absolutely must to preferably should not.

Urban parents were characterized by the second lowest degree of within-group consensus. Only rural parents, as a group, showed less agreement on this section of the questionnaire.

Table XXIX shows the ranked variance scores of urban teachers for the task area of "Pupil-Personnel Relations." Lowest within-group consensus of this group was evident for item 38, "Make regulations abolishing the use of physical punishment in the school." Thirty-seven percent of this group said the principal should or must do this, whereas 24 percent felt this behavior should not or must not be demonstrated by the principal.

Low consensus of opinion was also evident for items 44 and 47. Urban teachers tended to express the opinion that principals should not organize students to collect for charity purposes or consider parent-pupil preferences over staff judgements in deciding what courses a student should take; however, complete consensus was lacking. There was also

TABLE XXIX

RANKED VARIANCE SCORES OF URBAN TEACHERS FOR THE TASK AREA OF PUPIL-PERSONNEL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
34.	1.08	14	43.	0.69	3.5
35.	0.66	2	44.	1.14	15.5
36.	0.71	5.5	45.	0.85	12
37.	0.83	11	46.	0.76	8
38.	1.23	17	47.	1.14	15.5
39.	0.86	13	48.	0.81	9.5
40.	0.69	3.5	49.	0.75	7
41.	0.71	5.5	50.	0.59	1
42.	0.81	9.5			

a lack of agreement as to whether the principal should or should not attempt to exercise control over student behavior outside of school. Average consensus was present for the rest of the items dealing with this task area.

The significant differences found between the expressed expectations of urban parents and teachers and between the members within each of these groups led to rejection of the null hypotheses tested for this task area.

IV. SUMMARY AND CONCLUSIONS

This chapter presented the analysis of data dealing with the task area of "Pupil-Personnel Relations" and tested the hypotheses outlined in

Chapter I in terms of this analysis.

Hypothesis 1, there are no significant differences between the role of the rural principal and the role of the urban principal as defined by the expressed expectations of parents and teachers, was rejected on the basis of the data. Four minor and one major role differences were indicated by parents and five minor and one major role differences were identified by the teacher alter-groups.

In the rural situation parents expressed expectations significantly different from those of rural teachers on five items. Three of these differences identified minor role conflict while two suggested major role conflict due to the expectations being expressed in opposite directions.

Urban parents and teachers had response distributions which were also significantly different for five items. Once again, three of these differences represented minor role conflict and two suggested major role conflict for the principal.

The results of both of these comparisons led to the rejection of hypothesis 2 which stated that there are no significant differences between the expressed expectations of parents and teachers in these situations.

Parents in both situations demonstrated a relatively low degree of within-group consensus for this task area. Teachers, on the other hand, demonstrated much higher consensus within their groups. Hypothesis 3, however, was rejected since only one significant difference is necessary

to reject the null hypothesis. Differences between the expressed expectations of members of the same group were evident for each of the four alter-groups sampled.

CHAPTER VII

MANAGERIAL RELATIONS: PRINCIPAL ROLE

This chapter presents an analysis of the data from Part D of the questionnaire dealing with some of the managerial tasks in which a principal may be involved. Table XXX shows the response distributions of the four alter-groups for this task area which includes items fifty-one through sixty-one. The analysis is presented under the headings of urban-rural comparison, the rural situation, and the urban situation.

The responses to item 62 and item 63, dealing with the "most" and "least" important task area of the principal, are discussed in section IV of this chapter. The responses are presented in table form, including the frequency distribution of each alter-group for each task area, and the total percentage of responses received by each task area.

I. RURAL-URBAN COMPARISON

Table XXXI shows the results of comparing the response distributions of rural and urban alter-groups using the Kolmogorov-Smirnov two-sample test. For six of the eleven items on this section of the questionnaire no significant differences were found between the response distributions of the respective rural and urban alter-groups. The members of all four groups agreed that the principal must or should have special training in school administration before becoming a principal, and that he may or may not operate his school exactly as outlined in the

TABLE XXX
RESPONSE DISTRIBUTIONS FOR THE TASK AREA OF
MANAGERIAL RELATIONS

Item	Group	AM	Expectations			AMN	N
			PS	MMN	PSN		
51. Establish as one prime aim of the school the obtaining of high results on the provincial exams.	R _p	56	56	16	17	2	117
	R _t	13	36	19	30	2	100
	U _p	28	35	14	10	4	91
	U _t	8	22	21	31	14	96
52. Be included in the planning of school buildings.	R _p	10	46	44	10	7	117
	R _t	32	48	16	4	0	100
	U _p	23	39	23	6	0	91
	U _t	37	47	12	0	0	96
53. Teach some classes so as to maintain contact with the students.	R _p	30	69	16	2	0	117
	R _t	28	65	5	1	1	100
	U _p	20	34	27	10	0	91
	U _t	6	39	44	7	0	96
54. Post lists of the rules and regulations governing the school.	R _p	62	50	4	0	1	117
	R _t	29	36	19	11	5	100
	U _p	51	29	7	2	2	91
	U _t	35	31	18	10	2	96
55. Decide what books should be contained in the school library.	R _p	11	42	44	17	3	117
	R _t	3	19	50	21	7	100
	U _p	11	34	26	10	10	91
	U _t	0	1	36	41	18	96

TABLE XXX (Continued)

Item	Group	Expectations						N
		AM	PS	MMN	PSN	AMN		
56. Schedule the use of any special equipment himself.	R _p	13	31	48	20	5	117	
	R _t	4	18	43	31	4	100	
	U _p	5	25	47	6	8	91	
	U _t	0	0	29	48	19	96	
57. Operate his school exactly as outlined in the policy handbooks.	R _p	4	18	70	22	3	117	
	R _t	8	30	32	29	1	100	
	U _p	6	17	52	11	5	91	
	U _t	6	18	45	19	8	96	
58. Supervise the work of janitors.	R _p	6	37	37	27	10	117	
	R _t	11	33	29	19	8	100	
	U _p	7	10	39	22	13	91	
	U _t	4	10	23	36	23	96	
59. Have special training in school administration before becoming a principal.	R _p	45	54	16	2	0	117	
	R _t	35	52	12	0	1	100	
	U _p	38	34	17	2	0	91	
	U _t	42	38	10	5	1	96	
60. Write letters to the press in reply to unfavorable publicity concerning his school.	R _p	16	25	43	24	9	117	
	R _t	5	25	46	21	3	100	
	U _p	19	27	26	5	14	91	
	U _t	10	11	50	14	11	96	
61. Manage his school in such a way as to result in minimum costs to the taxpayers.	R _p	33	48	24	8	4	117	
	R _t	12	37	28	18	5	100	
	U _p	23	48	11	5	4	91	
	U _t	6	30	31	16	13	96	

R_p - Rural Parent R_t - Rural Teacher U_p - Urban Parent U_t - Urban Teacher

AM - Absolutely Must, PS - Preferably Should, MMN - May or May not, PSN - Preferably Should Not, AMN - Absolutely Must Not.

TABLE XXXI

RURAL-URBAN COMPARISON OF EXPECTATIONS FOR THE
TASK AREA OF MANAGERIAL RELATIONS

Item	Compared Groups	χ^2	Significant Level	Item	Compared Groups	χ^2	Significant Level
51.	R _p -U _p R _t -U _t	1.50 6.17	N.S. N.S.	57.	R _p -U _p R _t -U _t	0.86 3.31	N.S. N.S.
52.	R _p -U _p R _t -U _t	8.41 1.10	.05 N.S.	58.	R _p -U _p R _t -U _t	6.69 23.26	N.S. <u>.001</u>
53.	R _p -U _p R _t -U _t	13.08 41.68	.01 <u>.001</u>	59.	R _p -U _p R _t -U _t	0.62 1.50	N.S. N.S.
54.	R _p -U _p R _t -U _t	1.25 1.09	N.S. N.S.	60.	R _p -U _p R _t -U _t	4.92 1.40	N.S. N.S.
55.	R _p -U _p R _t -U _t	1.45 21.93	N.S. <u>.001</u>	61.	R _p -U _p R _t -U _t	1.58 2.59	N.S. N.S.
56.	R _p -U _p R _t -U _t	0.73 23.72	N.S. <u>.001</u>				

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

N.S. - Not Significant.

policy handbooks.

Four other items showed no significant differences when the response distributions of rural parents and rural teachers were compared with those of urban parents and urban teachers respectively. However, this does not suggest that the parents and teachers in each situation agree. Parents in both situations expressed significantly more positive expectations than did teachers on these four items.

Parents in both situations agreed that the principal must or should establish as one of the prime aims of the school the obtaining of high results on provincial examinations. Teachers, in both situations, felt that this may or may not be done. Parents also said the principal should write letters to the press in reply to unfavorable publicity concerning his school, and manage his school in such a way as to result in minimum costs to the taxpayer. Teachers again felt the principal may or may not do these two things. All four groups responded positively to item 54. Parents said the principal must post lists of rules and regulations governing the school and teachers said this should be done.

Parents in the rural and urban situations had response distributions which differed significantly on two items. Both of these differences were due to the respective strengths of the expectations expressed in the positive direction. Urban parents were more forceful in saying the principal must or should be included in the planning of school buildings. Rural parents, on the other hand, were more forceful in saying the principal should or must teach some classes so as to maintain contact with the students. Urban parents also responded positively to this item.

Conflicting expectations between rural and urban teachers were evidenced on four items. Three of these differences resulted from the varying strengths of the responses and one difference was due to expectations expressed in opposite directions.

Rural teachers expressed stronger positive expectations on item 53 saying the principal should or must teach some classes so as to maintain contact with the students. Urban teachers responded significantly stronger in the negative direction on two items. They felt the principal should not or must not decide what books should be contained in the school library or schedule the use of any special equipment himself.

The expressed expectations of urban and rural teachers took opposite directions for one item of this task area. Rural teachers felt the principal should supervise the work of janitors whereas urban teachers felt this should not be done. For the remaining seven items the expectations of teachers in rural and urban situations were not significantly different.

Using these findings as tests for hypotheses 1.1 and 1.2 both hypotheses go unsubstantiated. Significant differences were found to exist between the expressed expectations of rural and urban parents, and rural and urban teachers.

Mean Responses of the Alter-Groups

By investigating the mean responses of the alter-groups an understanding of the behaviors which were felt to be most and least necessary is achieved. Table XXXII illustrates the ranked mean scores of the alter-groups for the task area of "Managerial Relations."

The alter-groups expressed strongest positive expectations for item 59. They all agreed that the principal should or must have special

TABLE XXXII
RANKED MEAN SCORES OF THE ALTER-GROUPS FOR THE TASK
AREA OF MANAGERIAL RELATIONS

Item	Mean Scores				Ranks			
	R _p	R _t	U _p	U _t	R _p	R _t	U _p	U _t
51.	2.26	2.72	2.20	3.22	5	6	5	8
52.	2.64	1.92	2.13	1.74	6	3	4	1
53.	1.91	1.82	2.30	2.54	3	2	6	4
54.	1.53	2.27	1.63	2.09	1	4	1	3
55.	2.65	3.10	2.71	3.79	7	10	8	10
56.	2.77	3.13	2.86	3.90	8	11	9	11
57.	3.02	2.85	2.91	3.05	11	9	10	6.5
58.	2.98	2.80	3.26	3.67	10	7	11	9
59.	1.79	1.80	1.81	1.80	2	1	2	2
60.	2.87	2.92	2.65	3.05	9	9	7	6.5
61.	2.16	2.67	2.11	3.00	4	5	3	5

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

training in school administration before becoming a principal. Strong positive expectations also suggested the principal should post lists of the rules and regulations governing the school, be included in the planning of school buildings, and teach some classes so as to maintain contact with the students.

There were no items on which the mean responses for all groups were negative. However, the mean response for two of the groups were

negative in four items. The mean responses for teachers were negative for items 55 and 56, saying the principal should not decide what books should be contained in the school library or schedule the use of any special equipment himself. For another item the mean response of parents and urban teachers said the principal should not operate his school exactly as outlined in the policy handbook. The mean responses of the urban groups were negative saying the principal should not be expected to supervise the work of janitors.

An interesting observation can be made from Table XXXII. The mean responses of rural parents, rural teachers, and urban parents are nearly all in the positive direction, thus indicating that they felt the principal should do most of the managerial tasks included on the questionnaire. Urban teachers, on the other hand, had negative mean responses for seven of the eleven items. This may indicate that urban teachers felt that the principal should not be expected to perform many managerial functions.

II. THE RURAL SITUATION

This section tests hypotheses 2.1, 3.1 and 3.2 for the task area of "Managerial Relations." Hypothesis 2.1 suggests no significant differences between the response distributions of rural parents and teachers, and hypotheses 3.1 and 3.2 suggest that there are no significant differences between the expectations expressed by members of the rural teacher and rural parent groups respectively. These hypotheses are tested in the within-group consensus sub-section.

Between-Group Consensus

Table XXXIII shows the results of the statistical comparison of the response distributions of rural parents and teachers.

TABLE XXXIII

COMPARISON OF EXPECTATIONS OF RURAL PARENTS AND TEACHERS
FOR THE TASK AREA OF MANAGERIAL RELATIONS

Item	χ^2	Significant Level	Item	χ^2	Significant Level
51.	9.56	.05	57.	7.95	.05
52.	22.27	.001	58.	1.13	N.S.
53.	1.52	N.S.	59.	0.26	N.S.
54.	20.36	.001	60.	1.62	N.S.
55.	11.71	.01	61.	8.83	.05
56.	5.25	N.S.			

N.S. - Not Significant

The cumulative response distributions of rural parents and teachers were significantly different on six items. On two of these items the responses of these groups took opposite directions. Rural parents felt the principal should decide what books should be contained in the school library while teachers expressed negative expectations for this behavior item. Rural teachers, on the other hand, felt the principal should operate his school exactly as outlined in the policy handbooks, whereas rural parents said this should not be the case.

On four other items the significant differences between the responses of rural parents and teachers resulted from differences in the strength of the expressed expectations. Rural parents felt more strongly than rural teachers that the principal should or must: establish as one of the primary aims of the school the obtaining of high results on provincial examinations; post lists of rules and regulations governing the school; and manage his school in such a way as to result in minimum costs to the taxpayer. Rural teachers expressed stronger positive expectations on one item saying the principal should be included in the planning of school buildings. Both of the alter-groups responded positively to these four items.

Hypothesis 2.1 was not substantiated by the data since rural situation conflicts were evidenced on six items.

Within-Group Consensus

The variance scores of the alter-groups were used as measures of the degree of consensus expressed by the members of the groups. Table XXXIV illustrates the ranked variance scores of rural parents on the task area.

Item 60, "Write letters to the press in reply to unfavorable publicity concerning his school," elicited the lowest degree of consensus from rural parent respondents. The variance score for this group on this item was 1.25. Thirty-five percent of the respondents said the principal should or must do this, 37 percent said he may or may not, and 28 percent felt he should not or must not perform this function.

TABLE XXXIV

RANKED VARIANCE SCORES OF RURAL PARENTS FOR THE
TASK AREA OF MANAGERIAL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
51.	1.02	8	57.	0.92	4
52.	0.92	6	58.	1.23	10
53.	0.45	2	59.	0.52	3
54.	0.42	1	60.	0.77	11
55.	0.86	5	61.	1.12	9
56.	1.00	7			

The response distributions of rural parents on four items showing low consensus were very similar. On three of these items the largest number of responses in one category fell under may or may not. The remaining responses were spread over the rest of the response categories with more parents saying the principal should or must perform these behaviors than said he should not or must not do so. As a result the majority of the rural parent group felt the principal should, or may or may not establish as one of the prime aims of the school the obtaining of high results on the provincial examinations, schedule the use of any special equipment himself, and supervise the work of janitors. On item 61, "Manage his school in such a way as to result in minimum costs to the taxpayer," most of the responses were spread over the first three response categories. This resulted in a lack of complete consensus; however, the majority (70%)

said they were in favor of this behavior.

The responses to this last item illustrate that an alter-group can be generally in agreement with respect to the direction of their expectations and still have a relatively high variance score. Such within-group variation results from the varying strength of expressed expectations.

The ranked variance scores of rural teachers are shown in Table XXXV.

TABLE XXXV

RANKED VARIANCE SCORES OF RURAL TEACHERS FOR THE
TASK AREA OF MANAGERIAL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
51.	1.19	9	57.	0.92	7
52.	0.64	3	58.	1.23	10
53.	0.42	1	59.	0.52	2
54.	1.30	11	60.	0.77	4
55.	0.79	5.5	61.	1.12	8
56.	0.79	5.5			

Rural teachers demonstrated lowest within-group consensus when asked whether or not the principal should post lists of rules and regulations governing the school. The majority of the responses were positive, however, most of them were spread over the first four categories, illustrating low consensus.

Relatively low within-group consensus was also demonstrated in the responses to three other items. Rural teachers, as a group, were not agreed as to whether the principal should or should not supervise the work of janitors, establish as one of the prime aims of the school the obtaining of high results on the provincial examinations, or manage his school in such a way as to result in minimum costs to the taxpayers.

The hypotheses suggesting no conflict of expectations, either between the rural alter-groups or within these groups, were rejected on the basis of the data presented in this section.

III. THE URBAN SITUATION

This section presents an analysis of the data collected from the urban alter-groups for the task area of "Managerial Relations." The hypotheses suggesting no significant differences in expectations would be found, were tested by comparing the cumulative response distributions of the urban alter-groups and by investigating the degree of consensus of expectations within these groups.

Between-Group Consensus

The cumulative response distributions of urban parents and urban teachers were compared using the Kolmogorov-Smirnov two-sample test. The results of this analysis are shown in Table XXXVI.

The expressed expectations of urban parents differed significantly from those of urban teachers on six items. Five of these behavior items

TABLE XXVI

COMPARISON OF EXPECTATION OF URBAN PARENTS AND TEACHERS
FOR THE TASK AREA OF MANAGERIAL RELATIONS

Item	Significant Level	Item	Significant Level		
51.	26.96	<u>.001</u>	57.	2.08	N.S.
52.	7.01	N.S.	58.	9.88	<u>.05</u>
53.	4.61	N.S.	59.	0.33	N.S.
54.	7.17	N.S.	60.	15.36	<u>.001</u>
55.	43.79	<u>.001</u>	61.	30.68	<u>.001</u>
56.	55.31	<u>.001</u>			

N.S. - Not Significant

represent serious role conflict for the urban principal since the responses of the two groups were in opposite directions.

Urban parents said the principal must or should: establish as one of the primary aims of the school the obtaining of high results on provincial examinations; decide what books should be contained in the school library; schedule the use of any special equipment himself; write letters to the press in reply to unfavorable publicity concerning his school; and manage his school in such a way as to result in minimum costs to the taxpayer. Urban teachers responded negatively to all of these behavior items saying the principal should not be expected to do these things.

Both urban alter-groups responded negatively to item 58. However, the expectations of urban teachers were significantly stronger in saying the principal should not supervise the work of janitors. Expectations of this nature indicate minor role conflict for the principal.

Hypothesis 2.2, postulating no significant differences between the expressed expectations of urban parents and teachers, was rejected on the basis of these findings.

Within-Group Consensus

The variance scores of each alter-group on each behavior item were used as a measure of the within-group consensus.

The variance scores of urban parents for the task area of "Managerial Relations" ranged from a high consensus score of 0.66 on item 59 to a low consensus score of 1.69 on item 60, as illustrated by Table XXXVII.

TABLE XXXVII

RANKED VARIANCE SCORES OF URBAN PARENTS FOR THE TASK AREA OF MANAGERIAL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
51.	1.25	9	57.	0.79	3.5
52.	0.76	2	58.	1.17	8
53.	0.86	5	59.	0.66	1
54.	0.79	3.5	60.	1.69	11
55.	1.32	10	61.	0.98	7
56.	0.88	6			

For item 60, dealing with answering by letter unfavorable press publicity, low consensus was evident when 21 percent responded "absolutely must," 30 percent responded "preferably should," 29 percent responded "may or may not," 5 percent said "preferably should not," and 15 percent said the principal absolutely must not" do this.

Three other items also elicited low consensus responses from urban parents. Urban parents were not agreed as to whether the principal should or should not decide what books should be contained in the school library, operate his school exactly as outlined in the policy handbook, or supervise the work of janitors.

It is evident from Table XXXVIII that urban teachers reached highest consensus on item 52 and lowest consensus on item 51.

TABLE XXXVIII
RANKED VARIANCE SCORES OF URBAN TEACHERS FOR THE
TASK AREA OF MANAGERIAL RELATIONS

Item	Variance	Rank	Item	Variance	Rank
51.	1.42	11	57.	0.96	6
52.	0.45	1	58.	1.17	9
53.	0.52	3	59.	0.81	5
54.	1.14	8	60.	1.12	7
55.	0.56	4	61.	1.28	10
56.	0.49	2			

For item 52, "Be included in the planning of school buildings," 84 percent said the principal should or must have this as one of his functions. Item 51, "Establish as one of the prime aims of the school the obtaining of high results on the provincial examinations," did not elicit general agreement. Thirty-one percent said the principal should or must do this, 22 percent felt he may or may not, while 47 percent held that he should not or must not set obtaining high results as a prime aim of the school.

Lack of agreement among urban teachers resulted on other items as well. Urban teachers did not agree whether the principal should manage the school in such a way as to result in minimum costs to the taxpayer or whether he should not do this. Also they disagreed as to whether the principal should supervise the work of janitors, or post lists of rules and regulations governing the school. It is interesting to note that parents in both the rural and urban situation saw this latter item as representing a necessary function of the principal.

Hypotheses 3.3 and 3.4, which postulated that there would be no significantly different expectations expressed by the members of the urban parent and urban teacher groups respectively, are not supported. The variance scores for these groups indicate some conflicts of expectations within each group.

IV. RELATIVE IMPORTANCE OF THE FOUR TASK AREAS

Item 62 and item 63 of the questionnaire asked the respondents to check the task area they felt to be the "most" and "least" important for

the principal. Table XXXIX and Table XL show the response distributions of the four alter-groups, and the percentage of respondents checking each task area, for each item. The four task areas included in these questions were those investigated by this study: School Community Relations; Staff-Personnel Relations; Pupil-Personnel Relations; and Managerial Relations.

TABLE XXXIX

FREQUENCY DISTRIBUTIONS OF RESPONSES TO THE MOST
IMPORTANT AREA OF PRINCIPAL BEHAVIOR

Task Area	R _p	Frequency			Percent per Task Area
		R _t	U _p	U _t	
School-Community Relations	13	33	6	21	18.1
Staff-Personnel Relations	15	17	14	47	23.0
Pupil-Personnel Relations	82	46	62	24	52.9
Managerial Relations	7	4	9	4	6.0

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

TABLE XL

FREQUENCY DISTRIBUTION OF RESPONSES TO THE LEAST
IMPORTANT AREA OF PRINCIPAL BEHAVIOR

Task Area	R _p	Frequency			Percent per Task Area
		R _t	U _p	U _t	
School-Community Relations	55	16	51	11	32.9
Staff-Personnel Relations	5	7	11	1	5.9
Pupil-Personnel Relations	3	4	0	7	3.5
Managerial Relations	54	73	29	77	57.7

R_p- Rural Parent R_t- Rural Teacher U_p- Urban Parent U_t- Urban Teacher

From Table XXXIX it is evident that the majority of the members of the parent alter-groups felt that "Pupil-Personnel Relations" was the most important task area of the principal. Over 65 percent of the respondents in these groups checked this task area for item 62. Forty-six percent of the rural teacher respondents also felt that the most important task area of the principal was the establishment and maintenance of effective pupil-personnel relations. However, only 26 percent of the urban teachers said this was the most important task area.

Rural teachers felt that the second most important principal task area was "School-Community Relations." Twenty-two percent of the urban teachers also checked this task area for item 62. Surprisingly, less than 12 percent of the rural parent group and only 7 percent of the urban parent group said "School-Community Relations" was the most important task area. Teachers in both situations saw the principal's role in establishing and maintaining effective school-community relations as being more important than did the parent respondents.

Urban teachers felt that "Staff-Personnel Relations" was the most important task area of the principal. Fifty-one percent of this alter-group made this response to item 62. Parents in both situations saw this task area as ranking second in importance to "Pupil-Personnel Relations."

On the basis of total responses, "Pupil-Personnel Relations" ranked first in importance (52.9%), with "Staff-Personnel Relations" second (23%).

The responses to item 63 shown in Table XL illustrate what the alter-groups saw as the least important task area of the principal. Parents in both areas saw "School-Community Relations" as being of least importance, with "Managerial Relations" second.

Teachers in both situations reversed the ranks of these two task areas. A large majority of teachers, nearly 75 percent, felt that the task area of "Managerial Relations" was of least importance with "School-Community Relations" next. From the total responses the task area of "Managerial Relations" was defined by 58 percent as being of least importance for the principal.

V. SUMMARY AND CONCLUSIONS

For the task area of "Managerial Relations" the rural and urban alter-groups defined the roles of their respective principals significantly differently for five behavior items. Four of these differences were due to the varying strengths of the expressed expectations and thus, represent minor differences in the roles of the rural and urban principal. The other difference resulted when rural teachers said the principal should supervise the work of janitors and urban teachers said this should not be done. On the basis of these data the null form of hypothesis 1 was rejected. Significant differences do exist between the roles of the rural and urban principal as defined by parents and teachers.

Hypothesis 2 suggested that there were no significant differences between the expressed expectations of parents and teachers in the same

situation. This hypothesis and its two sub-hypotheses was not substantiated by the data.

Comparisons of the responses of parents and teachers for this task area showed four minor role conflicts for the principal due to varying strengths of expressed expectations and two major role-conflicts due to expectations expressed in opposite directions in both the rural and urban situation. Hypothesis 2, and its sub-hypotheses were therefore rejected on the basis of these data.

For the task area of "Managerial Relations" the members of each of the alter-groups were found to have expressed conflicting expectations for the role of the principal on at least four of the eleven items. This indicated a lack of consensus within the groups for these behavior items. Hypothesis 3 and its sub-hypotheses postulated no significant difference between the expectations expressed by the members of any of the groups and these hypotheses were not substantiated by the data collected and were thus, rejected.

Role differences, both major and minor, and role conflicts, both serious and minor, were found for the task area of "Managerial Relations."

CHAPTER VIII

THE PROBLEM, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. REVIEW OF THE PROBLEM

The role of the principal has undergone extensive changes over the past few decades. With the rapid increase in pupil population and school size in both urban and rural areas the principal of the school has moved from the position of "head teacher" to that of educational leader in the school and community.

The present study was undertaken in an attempt to investigate and compare the role of the principal in the rural situation with the role of the principal in the urban situation. Parents and teachers in each situation were chosen as the role definers for this study and a questionnaire, prepared for this purpose, was distributed to sampled numbers of these alter-groups. The variance scores of each alter-group on each item were used as a measure of within-group consensus, and the Kolmogorov-Smirnov two-sample test was used to determine the between-group consensus of expectations. Four task areas of the principal were investigated: school-community relations; staff-personnel relations; pupil-personnel relations; and managerial relations. The responses to item 62 and item 63, dealing with the "most" and "least" important task area of the principal, were not statistically treated and instead were discussed in Chapter VII from prepared frequency tables.

III. SUMMARY OF THE FINDINGS

The task area of "School-Community Relations" was characterized by a high degree of consensus among the sampled groups with respect to the direction of expressed expectations. On thirteen of the eighteen items the mean response of all groups was in the same direction. On the other five items only one of the groups expressed expectations in the opposite direction to the other respondents. These items, also, elicited a relatively high degree of within-group consensus from the group members.

It was agreed by the members of all groups that the principal must or should maintain a professional attitude towards parents and teachers at all times and speak at civic meetings about education or his school. These items received the highest positive responses from the majority of all respondents.

Strong negative expectations from all groups suggested that the principal should not or must not actively campaign for persons seeking election to local and unit school boards, develop close friendships with a few of the parents, or give parents guidance in how to handle discipline at home.

On six of the fifteen items dealing with "Staff-Personnel Relations," expectations in opposite directions were reported. On two of these items parents' expectations were directly opposed to those of teachers. Parents said the principal should not support the teacher in every case of controversy between parent and teacher, while teachers strongly felt

that this support should be given to them. Parents in both areas strongly agreed that the principal should or must insist that teachers prepare lesson plans, whereas teachers are opposed to this principal behavior.

High positive consensus suggested that all groups expected the principal to accept full responsibility for the actions of his staff on school matters, encourage periodic teacher reports on their pupils, and insist that all teachers share supervision responsibilities in halls and on school grounds.

The majority of respondents in all groups said the principal should not or must not be concerned with the actions of his teachers outside of school hours, or develop close friendships with a few members of the staff.

Conflicting expectations were expressed in opposite directions on six of the seventeen items dealing with "Pupil-Personnel Relations." The rural alter-groups said the principal should not make regulations abolishing the use of physical punishment in the school while urban teachers and parents agreed that this should be done. Parents felt that the principal should organize students to participate in community activities outside the school, handle all the student discipline in the school, and consider parent-pupil preferences over staff judgements in deciding what courses a student should take. Both groups of teachers, on the other hand, were opposed to each of the above behaviors. Teachers said the principal should refuse to allow students to take courses in which he feels they will have little success, whereas parents felt that this should not be done.

The members of the four groups strongly agreed that the principal should have as his main concern the students of his school, organize conferences between parents and teachers to discuss the student's progress, and establish policies concerning student behavior on school buses. It was also agreed that the principal should not or must not attempt to exercise control over student behavior outside of school, allow students to participate in community activities during school hours, or organize students to collect money for charity purposes.

The task area of "Managerial Relations" was characterized by expectations expressed in both the positive and negative directions for seven of the eleven items. Urban teachers, as a group, responded negatively to all seven of these items. They felt that the principal should not perform many managerial functions in the school, whereas the other groups responded positively to all but one or two of the items. Parents, in both situations, felt the principal should schedule the use of any special equipment himself and decide what books should be contained in the school library. Teachers disagreed with both of these behaviors. The rural groups felt the principal should supervise the work of janitors, while the urban respondents felt this should not be expected of the principal.

All groups strongly agreed that the principal should or must have special training in school administration before becoming a principal, be included in the planning of school buildings, and post lists of rules and regulations governing the school. There were no items in this task area

on which all groups responded negatively.

The most important task area of the principal according to the respondents was "Pupil-Personnel Relations" with "Staff-Personnel Relations" ranked as the second most important task area. The least important task area was reported to be "Managerial Relations" and then "School-Community Relations." An unexpected finding was that teachers see "School-Community Relations" as being much more important than do parents. More parents checked this as being the least important area than they checked any of the other task areas.

III. CONCLUSIONS

1. There are significant differences between the role of the rural principal and the role of the urban principal as defined by the expressed expectations of parents and teachers in these situations. These differences resulted from the expectations of these alter-groups being expressed in opposite directions or from the varying strengths of the alter-group expectations expressed in the same direction. Expectations expressed in opposite directions illustrate what has been termed major differences in the roles of the rural and urban principal. Minor differences in these roles were indicated when the strength of the expressed expectations result in significant differences between the response distributions of the rural and urban alter-groups.

Twenty-eight of the thirty-six significant differences identified between the roles of the rural and urban principal were the result of the

varying strengths of the expressed expectations. Therefore, the proportion of major role differences in these situations is relatively low.

2. There are significant differences between the expectations expressed by parents and teachers in each of the situations investigated. These significant differences also result either from expectations expressed in opposite directions or from the varying strengths of the expectations expressed in the same direction. Serious role conflict can result when the role expectations of two alter-groups in one situation are expressed in opposite directions. Minor role conflicts are evidenced by significant differences due to the varying strengths of expectations taking the same direction.

The analysis of the data for this study showed that the proportion of serious role conflicts for the urban or rural principal was much higher than the proportion of major differences between the roles of the rural and urban principal. Eighteen of the forty significant differences between the response distributions of parents and teachers were the result of expectations expressed in opposite directions. It is concluded, therefore, that there are more serious differences between the expectations of parents and teachers in one situation, than there are between the expectations of urban and rural parents and urban and rural teachers. The major differences occur between different alter-groups and not between the same alter-groups in different situations.

3. There are significant differences between the expressed expectations of members of the same alter-group for the same principal be-

havior item. These differences result in role conflict for the principal. The large amount of response variance demonstrated within the alter-groups on the same item may indicate that the principal has not been effective in influencing the expectations which others hold for his behavior.

Teachers in both situations showed more consensus of expectations as a group than did parents. Also, the members of all alter-groups illustrated highest within-group consensus of expectations for the task areas of school-community relations and pupil-personnel relations.

V. RECOMMENDATIONS FOR FURTHER RESEARCH

1. Is there conflict or congruence between the expectations defining the roles of the rural and urban principals and their perceptions of these roles?
2. What role is presently being taken by the principal in curriculum improvement and in the administration of the instructional program, and how could this function be most adequately performed?
3. What do various groups associated with our schools see as being the functions or tasks of the school; what priorities are given to these functions; and is the present educational organization performing these functions adequately?
4. What constitutes "educational leadership" in rural and urban situations and who is responsible for this leadership?

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APPENDICES

APPENDIX A

COPY OF LETTER SENT TO SUPERINTENDENTS

Edmonton, Alberta.
February 21, 1966.

Dear Sir:

I am presently enrolled in the Faculty of Graduate Studies, Department of Educational Administration, at the University of Alberta. In cooperation with my advisor, Dr. Mowat, a study comparing teachers' and parents' expectations of the principal in rural and urban schools has been undertaken. With your permission, I would like to use the teachers in your county as part of the rural teacher sample and the parents of some of the high school students in the county as part of my rural parent sample. The tentative plan is to include only the junior and senior high school teachers.

If you see merit in this study and give me permission to proceed in your county I intend to contact the school principals and outline the study to them in more detail. With their consent the questionnaire will be distributed to the teachers and parents involved through their offices. The questionnaire, when completed, will be returned directly to me in self-addressed envelopes. The principal will not need to assume any responsibility other than distributing the questionnaires to the staff members involved and to the students whose parents are to respond.

Before the study can proceed a letter of permission to use the schools in your county is necessary. If the study meets with your approval, a letter of permission to use the schools in your county, at your earliest convenience, would be appreciated. In order to distribute the questionnaires a list of the names and addresses of the teachers and principals will also be necessary.

Thank you for your assistance and cooperation.

K. Dean McMullen,

10727-133rd St.,
Edmonton, Alberta.

APPENDIX B

THE QUESTIONNAIRE

10727-133rd St.,
Edmonton, Alberta.

Dear Parent or Teacher:

The accompanying questionnaire deals with a study I am conducting as a graduate student in the department of Educational Administration at the University of Alberta. The research project is concerned with determining the expectations which parents and teachers in rural and urban settings have for the behavior of their school principal. It is felt that a comparison of the expectations expressed by parents and teachers in the two different situations will result in a better understanding and definition of the role of the principal.

I would be very grateful if you would assist me in this research by completing the questionnaire at your earliest convenience. The questionnaire contains no identifying marks and individual respondents and schools will remain completely anonymous. The questionnaire makes no attempt whatever to evaluate or in any way reflect upon the behavior of the principal with whom you have been associated. The study is concerned only with determining what parents and teachers regard as proper principal behavior.

Your Superintendent of Schools has kindly given his approval to this study. I have also discussed the study with your principal and have received his permission to distribute the questionnaire in your school. The completed questionnaire will be returned directly to me.

It is very important that each respondent complete all of the items on the questionnaire. When you have completed the questionnaire please seal it in the self-addressed envelope and mail it directly to me.

Your immediate completion of this questionnaire will be greatly appreciated.

Thank you kindly for your cooperation.

Yours sincerely,

K. Dean McMullen.

QUESTIONNAIRE

THE ROLE OF THE PRINCIPAL

Please check one of the following:

Rural Parent () Rural Teacher () Urban Parent () Urban Teacher ()

Instructions: Please circle the letters which best represent your opinion with respect to the behavior of the principal listed. Please answer every question.

Legend: AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not, PSN - Preferably Should Not, AMN - Absolutely Must Not.

Examples: To what extent do you feel the principal should or should not do the following:

i. Abstain from the use of tobacco.

i. AM PS MMN PSN AMN

ii. Require students to bring notes explaining absences from school.

ii. AM PS MMN PSN AMN

PART A: SCHOOL-COMMUNITY RELATIONS

To what extent do you feel the principal should or should not do the following:

1. Try to visit the homes of all students.

1. AM PS MMN PSN AMN

2. Urge people whom he respects to run for office on local or unit school boards.

2. AM PS MMN PSN AMN

3. Take an active part in promoting sports for the community.

3. AM PS MMN PSN AMN

4. Actively campaign for persons seeking election to local and unit school boards.

4. AM PS MMN PSN AMN

5. Take an active part in church activities.

5. AM PS MMN PSN AMN

6. Speak at civic meetings about education or his school.	6.	AM	PS	MMN	PSN	AMN
7. Maintain a professional attitude toward parents and teachers at all times.	7.	AM	PS	MMN	PSN	AMN
8. Invite parents to his home for social purposes.	8.	AM	PS	MMN	PSN	AMN
9. Ignore most rumors he hears about the school and its operation.	9.	AM	PS	MMN	PSN	AMN
10. Involve parents in decisions about the school.	10.	AM	PS	MMN	PSN	AMN
11. Develop close friendships with a few of the parents.	11.	AM	PS	MMN	PSN	AMN
12. Give parents guidance in how to handle discipline at home.	12.	AM	PS	MMN	PSN	AMN
13. Require parents to make appointments before they can see him.	13.	AM	PS	MMN	PSN	AMN
14. Make school facilities available to community groups.	14.	AM	PS	MMN	PSN	AMN
15. Resist efforts of parents to influence school policy.	15.	AM	PS	MMN	PSN	AMN
16. Know each parent personally.	16.	AM	PS	MMN	PSN	AMN
17. Encourage parents to work on school problems.	17.	AM	PS	MMN	PSN	AMN
18. Establish a parent-teacher organization.	18.	AM	PS	MMN	PSN	AMN

PART B: STAFF-PERSONNEL RELATIONS

AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not, PSN - Preferably Should Not, AMN - Absolutely Must Not.

19. Make recommendations for the appointment or dismissal of members of his staff.	19.	AM	PS	MMN	PSN	AMN
20. Judge and formally evaluate teachers on his staff.	20.	AM	PS	MMN	PSN	AMN
21. Accept full responsibility for the actions of his staff on school matters.	21.	AM	PS	MMN	PSN	AMN
22. Be concerned with the actions of his teachers outside of school hours.	22.	AM	PS	MMN	PSN	AMN
23. Encourage periodic teacher reports on their pupils.	23.	AM	PS	MMN	PSN	AMN
24. Support the teacher in every case of controversy between parent and teacher.	24.	AM	PS	MMN	PSN	AMN
25. Involve teachers in most decisions about the school.	25.	AM	PS	MMN	PSN	AMN
26. Assign teachers to classes on his own judgement.	26.	AM	PS	MMN	PSN	AMN
27. Check to see that teachers are on time.	27.	AM	PS	MMN	PSN	AMN
28. Insist that teachers prepare lesson plans.	28.	AM	PS	MMN	PSN	AMN
29. Help teachers decide if a student should pass or fail.	29.	AM	PS	MMN	PSN	AMN
30. Develop close friendships with a few members of the staff.	30.	AM	PS	MMN	PSN	AMN

31. Have as his main concern the teaching staff of his school.	31.	AM	PS	MMN	PSN	AMN
32. Insist that parents bring their complaints to him rather than to the teacher.	32.	AM	PS	MMN	PSN	AMN
33. Insist that all teachers share supervision responsibilities in halls and on the grounds.	33.	AM	PS	MMN	PSN	AMN

PART C: PUPIL-PERSONNEL RELATIONS

AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not, PSN - Preferably Should Not, AMN - Absolutely Must Not.

To what extent do you feel the principal should or should not do the following:

34. Attempt to exercise control over student behavior outside school.	34.	AM	PS	MMN	PSN	AMN
35. Suspend students for objectionable behavior in school.	35.	AM	PS	MMN	PSN	AMN
36. Suspend students who do little work and neglect assignments in school.	36.	AM	PS	MMN	PSN	AMN
37. Exercise control over the students' dress at school.	37.	AM	PS	MMN	PSN	AMN
38. Make regulations abolishing the use of physical punishment in the school.	38.	AM	PS	MMN	PSN	AMN
39. Allow students to participate in community activities outside the school.	39.	AM	PS	MMN	PSN	AMN
40. Organize students to participate in community activities outside the school.	40.	AM	PS	MMN	PSN	AMN

41.	Organize conferences between parents and teachers to discuss the students' progress.	41.	AM	PS	MMN	PSN	AMN
42.	Organize conferences with parents and students to discuss the life-work plans of the student.	42.	AM	PS	MMN	PSN	AMN
43.	Organize students to collect money for charity purposes.	43.	AM	PS	MMN	PSN	AMN
44.	Handle all of the student discipline in the school.	44.	AM	PS	MMN	PSN	AMN
45.	Have as his main concern the students of his school.	45.	AM	PS	MMN	PSN	AMN
46.	Refuse to allow students to take courses in which he feels they will have little success.	46.	AM	PS	MMN	PSN	AMN
47.	Consider parent-pupil preferences over staff judgements in deciding what courses a student should take.	47.	AM	PS	MMN	PSN	AMN
48.	Establish policies concerning student behavior on school buses.	48.	AM	PS	MMN	PSN	AMN
49.	Allow teachers to keep students after school for punishment.	49.	AM	PS	MMN	PSN	AMN
50.	Personally counsel students.	50.	AM	PS	MMN	PSN	AMN

PART D: MANAGERIAL RELATIONS

AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not, PSN - Preferably Should Not, AMN - Absolutely Must Not.

To what extent do you feel the principal should or should not do the following:

51. Establish as one of the prime aims of the school the obtaining of high results on the provincial examinations.	51.	AM	PS	MMN	PSN	AMN
52. Be included in the planning of school buildings.	52.	AM	PS	MMN	PSN	AMN
53. Teach some classes so as to maintain contact with the students.	53.	AM	PS	MMN	PSN	AMN
54. Post lists of the rules and regulations governing the school.	54.	AM	PS	MMN	PSN	AMN
55. Decide what books should be contained in the school library.	55.	AM	PS	MMN	PSN	AMN
56. Schedule the use of any special equipment himself.	56.	AM	PS	MMN	PSN	AMN
57. Operate his school exactly as outlined in the policy handbooks.	57.	AM	PS	MMN	PSN	AMN
58. Supervise the work of janitors.	58.	AM	PS	MMN	PSN	AMN
59. Have special training in school administration before becoming a principal.	59.	AM	PS	MMN	PSN	AMN
60. Write letters to the press in reply to unfavorable publicity concerning his school.	60.	AM	PS	MMN	PSN	AMN

61. Manage his school in such a way as to result in minimum cost to the taxpayers. 61. AM PS MMN PSN AMN

62. Circle the letter of the area of principal responsibility which you consider to be the most important:

- A. Developing and maintaining effective relations between the school and the community.
- B. Developing and maintaining effective relations with the members of his staff.
- C. Developing and maintaining effective relations with the students in his school.
- D. Effectively manage the supplies, equipment, and facilities of the school.

63. Circle the letter of the area of principal responsibility which you consider to be the least important:

- A. Developing and maintaining effective relations between the school and the community.
- B. Developing and maintaining effective relations with the members of his staff.
- C. Developing and maintaining effective relations with the students in his school.
- D. Effectively manage the supplies, equipment, and facilities of the school.

APPENDIX C

SUMMARY OF RESPONSES

TABLE XLI
RESPONSE DISTRIBUTION FOR EXPECTATION ITEMS

Item	Group	Expectations					\bar{X}	s^2	N
		AM	PS	MMN	PSN	AMN			
1. Try to visit the homes of all students.	R _p	0	13	81	16	7	3.15	.46	117
	R _t	0	7	77	14	2	3.11	.28	100
	U _p	0	11	47	18	15	3.41	.81	91
	U _t	1	3	50	24	18	3.57	.74	96
2. Urge people whom he respects to run for office on local or unit school boards.	R _p	0	22	29	38	28	3.62	1.08	117
	R _t	1	21	34	31	13	3.34	.96	100
	U _p	6	24	41	15	5	2.88	.90	91
	U _t	2	28	40	18	8	3.02	.90	96
3. Take an active part in promoting sports for the community.	R _p	14	51	48	2	2	2.38	.61	117
	R _t	7	49	42	2	0	2.39	.42	100
	U _p	16	40	28	5	2	2.31	.81	91
	U _t	3	27	65	1	0	2.67	.30	96
4. Actively campaign for persons seeking election to local or unit school boards.	R _p	1	1	17	34	64	4.36	.67	117
	R _t	0	0	16	34	50	4.34	.55	100
	U _p	3	4	29	24	31	3.84	1.10	91
	U _t	1	9	21	34	31	3.89	1.00	96
5. Take an active part in church activities.	R _p	6	49	60	1	1	2.50	.42	117
	R _t	1	40	57	0	2	2.62	.37	100
	U _p	11	32	43	2	3	2.49	.75	91
	U _t	0	22	71	3	0	2.80	.22	96
6. Speak at civic meetings about education or his school.	R _p	11	62	36	7	1	2.36	.59	117
	R _t	9	49	41	1	0	2.34	.42	100
	U _p	22	42	24	1	2	2.11	.75	91
	U _t	34	39	23	0	0	1.89	.58	96
7. Maintain a professional attitude towards parents and teachers at all times.	R _p	16	30	25	33	13	2.97	1.54	117
	R _t	57	21	15	6	1	1.73	.98	100
	U _p	30	31	19	8	3	2.15	1.17	91
	U _t	66	19	7	4	0	1.47	.64	96

R_p - Rural Parent R_t - Rural Teacher U_p - Urban Parent U_t - Urban Teacher

AM - Absolutely Must, PS - Preferably Should, MMN - May or May Not, PSN - Preferably Should Not, AMN - Absolutely Must Not.

TABLE XLI (Continued)

Item	Group	Expectations					\bar{X}	s^2	N
		AM	PS	MMN	PSN	AMN			
8. Invite parents to his home for social purposes.	Rp	1	1	94	12	9	3.23	.40	117
	Rt	0	12	76	7	5	3.05	.38	100
	Up	2	2	31	27	29	3.87	.92	91
	Ut	2	4	65	17	8	3.26	.56	96
9. Ignore most rumors he hears about the school and its operation.	Rp	11	39	18	26	23	3.09	1.72	117
	Rt	8	21	35	30	6	3.05	1.06	100
	Up	13	14	21	14	29	3.35	2.02	91
	Ut	6	17	29	32	12	3.28	1.19	96
10. Involve parents in decisions about the school.	Rp	10	38	32	21	16	2.96	1.39	117
	Rt	4	18	37	28	13	3.28	1.06	100
	Up	9	25	22	19	16	3.09	1.56	91
	Ut	7	21	40	18	10	3.03	1.12	96
11. Develop close friendships with a few of the parents.	Rp	0	5	66	22	24	3.56	.75	117
	Rt	1	2	59	28	10	3.44	.55	100
	Up	3	1	35	23	29	3.81	1.00	91
	Ut	2	1	70	19	4	3.23	.41	96
12. Give parents guidance on how to handle discipline at home.	Rp	0	10	36	38	33	3.80	.88	117
	Rt	1	16	44	30	9	3.30	.77	100
	Up	0	24	46	11	10	3.08	.81	91
	Ut	2	16	48	17	13	3.24	.90	96
13. Require parents to make appointments before they can see him.	Rp	4	36	36	29	12	3.08	1.10	117
	Rt	6	35	35	23	1	2.78	.81	100
	Up	20	40	20	7	4	2.29	1.06	91
	Ut	16	35	30	13	2	2.48	.98	96
14. Make school facilities available to community groups.	Rp	6	50	40	14	7	2.71	.90	117
	Rt	3	49	34	12	2	2.61	.66	100
	Up	12	31	25	17	6	2.71	1.23	91
	Ut	18	51	24	3	0	2.13	.55	96
15. Resist efforts of parents to influence school policy.	Rp	5	22	39	35	16	3.30	1.12	117
	Rt	9	21	46	20	4	2.89	.92	100
	Up	18	17	30	16	10	2.81	1.56	91
	Ut	14	21	44	14	3	2.70	.98	96

TABLE XLI (Continued)

Item	Group	AM	Expectations				\bar{X}	s^2	N
			PS	MMN	PSN	AMN			
16. Know each parent personally.	R _p	6	58	48	4	1	2.45	.48	117
	R _t	5	50	39	6	0	2.46	.46	100
	U _p	3	31	40	10	7	2.86	.86	91
	U _t	0	12	67	8	9	3.15	.56	96
17. Encourage parents to work on school problems.	R _p	14	57	33	11	2	2.40	.77	117
	R _t	4	51	35	6	4	2.55	.69	100
	U _p	6	54	23	5	3	2.40	.67	91
	U _t	6	49	25	11	5	2.58	.90	96
18. Establish a parent-teacher organization.	R _p	16	57	36	8	0	2.31	.62	117
	R _t	10	32	47	10	1	2.60	.71	100
	U _p	22	40	19	6	4	2.23	1.06	91
	U _t	6	29	49	10	2	2.72	.66	96
19. Make recommendations for the appointment or dismissal of members of his staff.	R _p	23	50	27	12	5	2.37	1.08	117
	R _t	14	39	29	9	9	2.60	1.23	100
	U _p	31	42	11	6	1	1.95	.83	91
	U _t	32	41	14	7	2	2.02	.96	96
20. Judge and formally evaluate teachers on his staff.	R _p	19	40	27	19	12	2.70	1.46	117
	R _t	7	26	24	28	15	3.18	1.39	100
	U _p	26	47	8	6	4	2.07	1.02	91
	U _t	11	30	24	24	7	2.85	1.30	96
21. Accept full responsibility for the actions of his staff on school matters.	R _p	41	40	16	14	6	2.18	1.39	117
	R _t	26	30	33	9	2	2.31	1.04	100
	U _p	33	38	11	9	0	1.96	.88	91
	U _t	39	31	18	6	2	1.97	1.04	96
22. Be concerned with the actions of his teachers outside of school hours.	R _p	11	31	26	22	27	3.20	1.72	117
	R _t	2	25	24	35	14	3.34	1.12	100
	U _p	2	21	20	25	23	3.51	1.35	91
	U _t	0	11	15	33	37	4.00	1.00	96
23. Encourage periodic teacher reports on their pupils.	R _p	42	65	10	0	0	1.73	.37	117
	R _t	26	54	18	2	0	1.96	.52	100
	U _p	31	38	18	3	1	1.96	.77	91
	U _t	22	48	19	3	4	2.16	.90	96

TABLE XLI (Continued)

Item	Group	Expectations					\bar{X}	s^2	N
		AM	PS	MMN	PSN	AMN			
24. Support the teacher in every case of controversy between parent and teacher.	R _p	5	15	50	22	25	3.40	1.19	117
	R _t	27	33	37	1	2	2.18	.83	100
	U _p	4	20	44	6	17	3.13	1.19	91
	U _t	24	33	35	2	2	2.22	.85	96
25. Involve teachers in most decisions about the school.	R _p	20	67	19	10	1	2.19	.72	117
	R _t	18	55	20	6	1	2.17	.69	100
	U _p	23	41	20	2	5	2.18	1.02	91
	U _t	19	48	23	6	0	2.17	.66	96
26. Assign teachers to classes on his own judgement.	R _p	6	32	45	22	12	3.02	1.08	117
	R _t	3	18	32	33	14	3.37	1.06	100
	U _p	11	33	26	11	10	2.74	1.35	91
	U _t	5	20	29	35	7	3.20	1.04	96
27. Check to see that teachers are on time.	R _p	55	40	18	3	1	1.76	.75	117
	R _t	30	44	19	6	1	2.04	.81	100
	U _p	34	35	14	4	4	2.00	1.10	91
	U _t	9	31	29	20	7	2.84	1.17	96
28. Insist that teachers prepare lesson plans.	R _p	40	46	25	4	2	1.99	.85	117
	R _t	9	18	40	24	9	3.06	1.14	100
	U _p	33	32	20	1	5	2.04	1.12	91
	U _t	0	13	29	29	25	3.69	1.00	96
29. Help teachers decide if a student should pass or fail.	R _p	31	57	17	8	4	2.12	.98	117
	R _t	32	42	22	3	1	1.99	.76	100
	U _p	34	29	14	6	8	2.18	1.56	91
	U _t	5	16	32	24	19	3.38	1.28	96
30. Develop close friendships with a few members of the staff.	R _p	1	4	50	37	25	3.69	.76	117
	R _t	0	4	46	31	19	3.65	.69	100
	U _p	3	5	46	16	21	3.52	1.02	91
	U _t	0	1	65	18	12	3.43	.52	96
31. Have as his main concern the teaching staff of his school.	R _p	34	35	16	21	11	2.49	1.74	117
	R _t	18	35	22	18	7	2.61	1.37	100
	U _p	21	30	15	10	15	2.65	1.90	91
	U _t	24	32	12	18	10	2.56	1.74	96

TABLE XLI (Continued)

Item	Group	Expectations					\bar{X}	s^2	N
		AM	PS	MMN	PSN	AMN			
32. Insist that parents bring their complaints to him rather than to the teacher.	R _p	10	28	37	35	7	3.01	1.12	117
	R _t	7	22	36	24	11	3.10	1.17	100
	U _p	11	21	22	26	11	3.05	1.49	91
	U _t	18	26	26	19	7	2.70	1.42	96
33. Insist that all teachers share supervision responsibilities in halls and on grounds.	R _p	69	43	4	1	0	1.46	.37	117
	R _t	51	37	10	1	1	1.64	.61	100
	U _p	46	36	7	0	2	1.64	.66	91
	U _t	27	37	23	6	3	2.18	1.02	96
34. Attempt to exercise control over student behavior outside of school.	R _p	1	15	21	42	38	3.86	1.08	117
	R _t	1	5	30	45	19	3.76	.72	100
	U _p	3	7	20	27	33	3.92	1.28	91
	U _t	2	9	30	28	27	3.72	1.08	96
35. Suspend students for objectionable behavior in school.	R _p	25	53	34	3	2	2.18	.72	117
	R _t	42	43	14	0	1	1.75	.59	100
	U _p	30	29	24	7	1	2.12	.98	91
	U _t	54	27	14	0	1	1.61	.66	96
36. Suspend students who do little work and neglect assignments in school.	R _p	1	46	52	14	4	2.78	.64	117
	R _t	16	55	24	5	0	2.18	.56	100
	U _p	13	45	20	9	4	2.41	.98	91
	U _t	30	47	16	1	2	1.94	.71	96
37. Exercise control over the students' dress at school.	R _p	5	43	35	21	13	2.95	1.17	117
	R _t	8	50	38	4	0	2.38	.48	100
	U _p	13	45	20	9	4	2.41	.98	91
	U _t	30	47	16	1	2	1.94	.71	96
38. Make regulations abolishing the use of physical punishment in the school.	R _p	5	24	45	32	11	3.17	1.00	117
	R _t	0	16	48	29	7	3.27	.66	100
	U _p	18	19	34	14	6	2.68	1.32	91
	U _t	8	27	37	12	12	2.93	1.23	96
39. Allow students to participate in community activities during school hours.	R _p	4	7	33	52	21	3.68	.90	117
	R _t	2	2	33	38	25	3.82	.81	100
	U _p	2	14	39	20	16	3.37	1.02	91
	U _t	2	11	43	27	13	3.40	.86	96

TABLE XLI (Continued)

Item	Group	Expectations					\bar{X}	s^2	N
		AM	PS	MMN	PSN	AMN			
40. Organize students to participate in community activities outside the school.	R _p	4	26	64	21	2	2.92	.61	117
	R _t	0	16	59	18	7	3.16	.59	100
	U _p	3	22	49	17	0	2.88	.53	91
	U _t	3	15	56	16	6	3.07	.69	96
41. Organize conferences between parents and teachers to discuss the students' progress.	R _p	37	64	15	1	0	1.83	.45	117
	R _t	32	56	11	1	0	1.81	.44	100
	U _p	32	42	12	3	2	1.91	.81	91
	U _t	13	43	34	4	2	2.36	.71	96
42. Organize conferences with parents and students to discuss the life work plans of the student.	R _p	8	48	44	13	4	2.63	.79	117
	R _t	11	42	42	3	2	2.43	.64	100
	U _p	14	50	19	3	5	2.29	.90	91
	U _t	10	33	44	5	4	2.58	.81	96
43. Organize students to collect money for charity purposes.	R _p	1	3	54	32	27	3.69	.77	117
	R _t	1	4	47	29	19	3.61	.76	100
	U _p	0	13	42	19	17	3.44	.90	91
	U _t	4	14	28	33	17	3.47	1.14	96
44. Handle all of the student discipline in the school.	R _p	18	26	31	35	7	2.89	1.37	117
	R _t	9	16	21	38	16	3.36	1.42	100
	U _p	13	22	28	24	4	2.82	1.23	91
	U _t	4	14	28	33	17	3.47	1.14	96
45. Have as his main concern the students of his school.	R _p	55	54	4	3	1	1.64	.53	117
	R _t	39	47	11	3	0	1.78	.58	100
	U _p	44	35	8	3	1	1.70	.72	91
	U _t	50	30	10	5	1	1.72	.85	96
46. Refuse to allow students to take courses in which he feels they will have little success.	R _p	5	35	36	31	10	3.05	1.08	117
	R _t	8	39	34	18	1	2.65	.81	100
	U _p	6	21	29	23	12	3.15	1.25	91
	U _t	1	34	37	20	4	2.92	.76	96
47. Consider parent-pupil preferences over staff judgements in deciding courses.	R _p	14	43	34	21	5	2.66	1.08	117
	R _t	3	24	38	28	7	3.12	.90	100
	U _p	11	26	32	15	7	2.79	1.19	91
	U _t	3	16	30	29	18	3.45	1.14	96

TABLE XLI (Continued)

Item	Group	Expectations					\bar{X}	s^2	N
		AM	PS	MMN	PSN	AMN			
48. Establish policies concerning student behavior on school buses.	R _p	36	44	21	12	4	2.18	1.17	117
	R _t	32	40	18	9	1	2.07	.94	100
	U _p	38	40	7	2	4	1.84	.96	91
	U _t	39	40	9	8	0	1.85	.81	96
49. Allow teachers to keep students after school for punishment.	R _p	2	27	40	22	26	3.37	1.23	117
	R _t	6	30	50	10	4	2.76	.75	100
	U _p	19	44	19	3	6	2.26	1.08	91
	U _t	33	36	25	1	1	1.97	.75	96
50. Personally counsel students.	R _p	19	56	31	6	5	2.33	.90	117
	R _t	24	37	33	6	0	2.21	.77	100
	U _p	12	30	38	6	5	2.58	.96	91
	U _t	1	28	50	14	3	2.90	.59	96
51. Establish as one prime aim of the school the obtaining of high results on the provincial exams.	R _p	56	56	16	17	2	2.26	1.02	117
	R _t	13	36	19	30	2	2.72	1.19	100
	U _p	28	35	14	10	4	2.20	1.25	91
	U _t	8	22	21	31	14	3.22	1.42	96
52. Be included in the planning of school buildings.	R _p	10	46	44	10	7	2.64	.92	117
	R _t	32	48	16	4	0	1.92	.64	100
	U _p	23	39	23	6	0	2.13	.76	91
	U _t	37	47	12	0	0	1.74	.45	96
53. Teach some classes so as to maintain contact with the students.	R _p	30	69	16	2	0	1.91	.45	117
	R _t	28	65	5	1	1	1.82	.42	100
	U _p	20	34	27	10	0	2.30	.86	91
	U _t	6	39	44	7	0	2.54	.52	96
54. Post lists of the rules and regulations governing the school.	R _p	62	50	4	0	1	1.53	.42	117
	R _t	29	36	19	11	5	2.27	1.30	100
	U _p	51	29	7	2	2	1.63	.79	91
	U _t	35	31	18	10	2	2.09	1.14	96
55. Decide what books should be contained in the school library.	R _p	11	42	44	17	3	2.65	.86	117
	R _t	3	19	50	21	7	3.10	.79	100
	U _p	11	34	26	10	10	2.71	1.32	91
	U _t	0	1	36	41	18	3.79	.56	96

TABLE XLI (Continued)

Item	Group	Expectations					\bar{X}	s^2	N
		AM	PS	MMN	PSN	AMN			
56. Schedule the use of any special equipment himself.	R _p	13	31	48	20	5	2.77	1.00	117
	R _t	4	18	43	31	4	3.13	.79	100
	U _p	5	25	47	6	8	2.86	.88	91
	U _t	0	0	29	48	19	3.90	.49	96
57. Operate his school exactly as outlined in the policy handbooks.	R _p	4	18	70	22	3	3.02	.58	117
	R _t	8	30	32	29	1	2.85	.92	100
	U _p	6	17	52	11	5	2.91	.79	91
	U _t	6	18	45	19	8	3.05	.96	96
58. Supervise the work of janitors.	R _p	6	37	37	27	10	2.98	1.10	117
	R _t	11	33	29	19	8	2.80	1.23	100
	U _p	7	10	39	22	13	3.26	1.17	91
	U _t	4	10	23	36	23	3.67	1.17	96
59. Have special training in school administration before becoming a principal.	R _p	45	54	16	2	0	1.79	.53	117
	R _t	35	52	12	0	1	1.80	.52	100
	U _p	38	34	17	2	0	1.81	.66	91
	U _t	42	38	10	5	1	1.80	.81	96
60. Write letters to the press in reply to unfavorable publicity concerning his school.	R _p	16	25	43	24	9	2.87	1.25	117
	R _t	5	25	46	21	3	2.92	.77	100
	U _p	19	27	26	5	14	2.65	1.69	91
	U _t	10	11	50	14	11	3.05	1.12	96
61. Manage his school in such a way as to result in minimum cost to the taxpayers.	R _p	33	48	24	8	4	2.16	1.04	117
	R _t	12	37	28	18	5	2.67	1.12	100
	U _p	23	48	11	5	4	2.11	.98	91
	U _t	6	30	31	16	13	3.00	1.28	96

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